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STUDENT SERVICES IN THE COMMUNITY COLLEGES OF BRITISH COLUMBIA

by

© ANDREW HENDRY

A THESIS
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled STUDENT SERVICES IN THE COMMUNITY COLLEGES OF BRITISH COLUMBIA, submitted by Andrew Hendry in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

Community colleges offer comprehensive instructional programs to highly heterogeneous student bodies and provide a variety of non-structional services designed to meet student needs, support the instructional program and foster institutional development. Collectively, these non-instructional activities are referred to as student services.

The purpose of this study was to describe student services in the community colleges of British Columbia. Two respondent groups, instructional personnel selected randomly and non-instructional personnel assigned directly to the performance of student service activities, were asked to rate the scope, quality and need for improvement of twenty-one basic student service functions and to assess the impact of fourteen developmental factors on the overall student service operation.

Data were analyzed using a two-way analysis of variance. This analysis illuminated variations between the responses of the two groups and among the nine colleges. Supplementary information concerning student services was generated by forty-four interviews with staff members in the nine colleges. Findings were presented in system-wide profiles, in analyses of differences between groups and in analyses of differences among colleges.

The system-wide findings showed that student counselling and student registration were perceived as being broadest in scope of the

twenty-one basic functions. The student counselling and pre-college information functions were perceived as being highest in quality. The educational testing function and the social regulation functions were perceived as being the most limited in scope while the student personnel evaluation and in-service education functions were perceived as poorest in quality. Student-induction, career information, graduate placement and student personnel evaluation functions were perceived as requiring the greatest need for improvement.

The analysis of differences between group perceptions showed that, almost without exception, non-instructional personnel rated the scope and quality of the basic functions higher than did their instructional colleagues.

Differences among colleges were influenced primarily by the presence of particularly low scores from two institutions. The functions which accounted for the majority of the observed differences among colleges were the administrative organization and student counselling functions.

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Chapter 1

THE PROBLEM

INTRODUCTION

Colleges perform a number of non-instructional functions designed to meet student needs, support the instructional program and promote institutional development. Collectively, these functions are known as student services. The role that student services plays in the college is determined in large part by the unique nature of the community college and the characteristics of the student body.

Organization and classification of the functions and activities which make up the total student service program have been the subject of numerous research studies and surveys. Student service researchers have become increasingly interested in finding effective and valid ways of assessing quality and comprehensiveness. Inherent in the task of quality assessment is the prerequisite task of determining which functions a college actually performs.

This chapter provides a conceptual orientation for viewing the community college, identifies a taxonomy for examining student services and elucidates the research problem.

CONCEPTUAL ORIENTATION

Community colleges cater to an increasingly large number of students. The characteristics of these students set community colleges apart from other postsecondary institutions.

Open-door admission policies and low tuition fees have made the community college attractive to many persons who otherwise would not have considered the pursuit of postsecondary education. These policies have resulted in heterogeneous student bodies and the consequent development of comprehensive programs. Community colleges are characterized also by an orientation to the needs of the locality or region from which both support and direction are drawn.

The ideal characteristics of a community college are described by Gordon Campbell (1971:8):

> A college is seen as being neither a junior university nor as an upward extension of a high school, but rather as a new social invention whole and legitimate in its own right. Its uniqueness stems in part from its liberal admissions policy. Its doors are open not only to the university-bound but also to those seeking vocational training in preparation for a career. Through short courses and other programs of continuing education, it tries to serve the entire community. Accessibility, both geographic and financial, is seen as a hallmark of the colleges. Fees are kept to a minimum so as not to penalize less affluent students. Colleges try to lower the sociological and psychological barriers which deter some students from acquiring further education. Because a college is a sorting-out centre offering many choices for further education, counselling services are emphasized. Faculty are hired not so much for the degrees they possess as for knowledge of their profession and their skill in teaching. Flexibility is a quality sought after in order that the college may respond to the changing requirements of industry, the community, and the students.

In addition to comprehensive instructional programs, the college provides non-instructional services that enable students to identify academic and personal educational alternatives and to choose among them. These services assist the individual student in making an inventory of his abilities, aptitudes and interests and in revising, if necessary, his educational and vocational plans.

Community college staff are generally agreed that not all education takes place in the classroom, but that instead learning and development also occur through casual peer group association and informal contacts with the college staff and the community (Medsker, 1972). Community colleges facilitate the development of programs that foster this out-of-classroom learning. The rationale for this facilitation is consistent with the basic community college philosophy that personal and social development of individual students is an essential function of the institution. Colleges, through student services, assist the individual in integrating and synthesizing his total educational experience to provide a valid opportunity for success.

The student services which facilitate personal appraisal and decision making and personal growth and synthesizing are activities that have emerged as functional necessities of the college program. In the words of Charles Collins (1967:13), "So many levels of learning experience offered to such a heterogeneous population make the student personnel program an imperative." More recently Faucett and Campbell (1970:180) observed:

> The challenge of providing a program of student personnel services in the junior college which will aid the individual student in his total development is compounded by the multipurpose nature of the institution, and by its diversified student body.

STATEMENT OF THE PROBLEM

The purpose of this study was to describe student service programs in the public colleges of British Columbia. Twenty-one functional definitions of services, generated by Max Raines

(McConnell, 1965: Appendix D) in the course of a nationwide study in the United States, were used.

The study sought to address the following subproblems:

1. What was the perceived scope of the "basic" functions?
2. What was the perceived quality of the functions as implemented?
3. What was the perceived need for improving the performance of each function?
4. To what degree was there congruence of perception or opinion among respondents across institutions?
5. To what degree was there congruence of perception among institutions?
6. What was the perceived impact of each of fourteen selected developmental factors on the total student service program?

EXPLANATION OF TERMS

Student services. Student services were defined as a series of related functions performed by the college and designed to support the instructional program, respond to student needs, and foster institutional development (Raines, 1966).

Scope. Respondents were asked to express their opinion of the degree to which each of twenty-one basic student service functions was implemented in their college. Each basic function subsumed a number of specific activities. Scope was defined as the degree to which the respondents perceived the supporting activities to be operational.

Quality. The quality of any given function was described in terms of the respondents' perceptions or opinions. Quality was defined as the degree to which a function was perceived to be effectively performed.

Instructional personnel. Instructional personnel referred to the teaching faculty in each college.

Non-instructional personnel. Non-instructional personnel referred to the group of respondents with assigned responsibility for the performance of student services.

Basic student service functions. Between 1963 and 1965 the Carnegie Corporation of New York supported a study by the National Committee on Appraisal and Development of Junior College Student Personnel Programs (McConnell, 1965). This United States study has become a bench mark for student services program research. Among the contributions of the final report was the development of a functional approach to the definition of student services.

The National Committee divided twenty-one basic student service functions into five administrative categories or units. The following summary was prepared by Max Raines (1966:6-8).

I. *Admissions, Registration, and Records Unit*

Assigned Functions	Illustrations of Related Tasks
1. Pre-College Information	a. conferring with high school groups b. Preparing and distributing descriptive material c. handling inquiries about college attendance

2. Applicant Appraisal	a. evaluating transcripts of previous college work b. serving on admissions committee c. synthesizing available personnel data
3. Educational Testing	a. selecting appropriate testing instruments b. administering tests to incoming students c. developing normative and predictive data
4. Student Records	a. developing an integrated records system b. maintaining policies regarding record accessibility c. conducting research on student characteristics
5. Student Registration	a. designing forms and procedures b. processing class changes, withdrawals, etc. c. projecting future enrollments
6. Academic Regulation	a. implementing academic policies b. evaluating graduation eligibility c. interpreting requirements to students

II. Placement and Financial Aids Unit

Assigned Functions	Illustrations of Related Tasks
7. Financial Aids	a. administering student loans b. handling part-time employment c. seeking funds for grants-in-aid d. analyzing financial needs of students.
8. Graduate Placement	a. maintaining liaison with employment agencies b. consulting with prospective employers c. arranging placement interviews d. conducting follow-up studies

III. Student Activities Unit

Assigned Functions	Illustrations of Related Tasks
9. Student Self-Government	a. advising student government b. conducting leadership programs c. supervising student elections
10. Co-Curricular Activity	a. analyzing needs for activities and facilities b. developing informal programs in student center c. supervising activities budget
11. Social Regulatory	a. implementing social policies b. maintaining social calendar c. handling cases of social misconduct
12. Student Inductive	a. training student guides b. interpreting student services c. preparing student handbook

IV. Guidance and Counselling Unit

Assigned Functions	Illustrations of Related Tasks
13. Applicant Consulting	a. interpreting test results to applicants b. interpreting curricular requirements c. assisting students in selecting courses
14. Student Advisement	a. scheduling advisees in classes b. interpreting senior college requirements c. interpreting study skills to individual advisees
15. Group Orienting	a. conducting orientation classes b. interpreting occupational information c. teaching effective study skills

16. Student Counselling	a. administering and interpreting diagnostic tests b. conducting counselling interviews c. interpreting occupational information
17. Career Information	a. identifying sources of occupational information b. studying manpower needs within the community c. developing effective methods for disseminating career information

V. Central Administration Unit

Assigned Functions	Illustrations of Related Tasks
18. Program Articulation	a. arranging for staff to serve on faculty committees b. arranging joint meetings of staff with high school counsellors c. arranging visits of staff to senior colleges
19. In-Service Education	a. providing time and personnel for counsellor supervision b. handling arrangements for faculty advisor training c. arranging for staff participation in professional meetings
20. Program Evaluation	a. interpreting studies of student characteristics and needs b. arranging for follow-up studies of former students c. developing experimental projects
21. Administrative Organization	a. identifying and interpreting staffing needs b. preparing budgetary requests for total program c. preparing job descriptions and organizational patterns

Developmental factors. Developmental factors were defined in terms of fourteen conditions which could have an impact on the student service program. These conditions could enhance or impede the scope and quality of the student service program. These fourteen factors were: physical facilities, equipment, clerical assistance, size of staff, holding power for staff, clarity of institutional goals, support from administration, support from faculty, clarity of staff roles, response of students, in-service training, workable ideas, professional competency of staff, and staff cohesiveness and cooperation. (See Appendix E).

NEED FOR THE STUDY

Student services in Canadian colleges have received very limited research attention. Concerning research in Canadian colleges generally, Gordon Campbell (1971:70) contended that: "Within the Canadian college movement . . . research is a rarity." Campbell argued that much more should be known about college students and the ways in which changing societal forces affect the accomplishment of the purposes for which the colleges were established. Exceptions to the paucity of research on college student services were found principally in the counselling component of those programs (Patterson, 1972; D'Oyley, 1970; Desbien, 1971; Morphy, 1971, Shappell, 1971). This study was, in part, an attempt to fill the research void concerning student services in Canadian community colleges.

This study provided, for the British Columbia college system, profiles of scope, quality, and need for improvement for certain basic college student functions. As the product of the perceptions of college personnel themselves, it can have particular relevance for future intra-institutional evaluation and development.

The increasing attention to student needs and characteristics has implications for the planning and development of non-instructional as well as instructional services. The findings of this study may provide insight into the modes of non-instructional responses employed by institutions to meet the needs of heterogeneous student bodies.

In summary, this study provided each college and the system with a consolidated view of the performance of a number of student service functions and the need for the improvement of each. Finally, this study identified a number of factors which could enhance or impede the development of the student service program. The impact of each of these factors was measured in terms of the responses of both instructional and non-instructional personnel.

DELIMITATIONS

This study was delimited by the selection of student services from the college system of a single province.

Two constituent groups were requested to respond (i.e., instructional and non-instructional personnel). The addition of samples from student populations and college councils would have provided supplementary information.

Only twenty-one student service functions considered basic to all student service programs were considered.

No systematic attempt to classify individual programs as strong or weak, good or bad, was made. However, self-evaluation by the respondents of individual programs and functions was inherent in the study.

LIMITATIONS

This study was valid for a given point in time. Like many other facets of education, student services are in a constant process of change. This study attempted to gather perceived evidence of needed or desired change. The essentially descriptive character of the study was recognized as a limitation.

The applicability of the findings was limited by the degree to which the survey instrument provided an accurate measure of respondent perceptions and an accurate description of currently practiced student service functions.

Chapter 2

RELATED LITERATURE

Literature dealing with student services as an integrated college function is presented in this chapter. The purpose of this review is to present representative viewpoints concerning the definition and objectives of student services. The categories are not mutually exclusive but provide a useful breakdown for examination.

BACKGROUND AND OVERVIEW TO 1960

The evolution of student services into an organized program of functions and services designed to meet student needs, support the instructional program and foster institutional development has been a slow and erratic process. The origins of student services in North America were traced by E. A. Leonard (*Origins of Personnel Services, 1956*) to the church related institutions of the seventeenth century. Leonard contended that these services grew out of an assumption that educational institutions had a responsibility for the extra-classroom life of the students. This life was to reflect and affirm the religious and social values of the society at large. Colleges were seen as a visible expression of the will of the people and, as such, were expected to be concerned with the religious and moral development of students as well as their vocational preparation.

Walter F. Johnson (1970:6) observed that ". . . most of the rudiments of what we have come to recognize as student personnel functions were the responsibility of the college or university president himself." As the functions of the president's office became more diverse, many tasks relating to students were delegated to other members of the staff. Often these tasks grew out of crisis or problem situations with the result that the early role of the student service worker was one of controlling, directing and containing students. Although this control orientation became less prevalent, it continued to characterize the role of student service workers throughout the eighteenth and nineteenth centuries. In some institutions this practice was continued to the present day. Writing in 1968, C. Gilbert Wrenn (1968:103) observed: "Over the years, on campus after campus, I have seen students thus controlled and educationally cheated."

Between 1925 and 1940, the unacceptability of a rigid control approach was manifested in a series of writings devoted specifically to the role of student service work in institutions of higher learning. This was also the period when student services emerged as a recognizable part of the college program.

According to Williamson and Darley (1937), a growing consciousness of the importance of the individual student was the product of basic changes in the society at large. Physical changes which took the form of increased technological advances and industrialization brought increased pressures to bear on education. Larger enrollments and public demand for more and better technical training created both instructional and administrative problems.

Colleges and the public also began to recognize individual differences among students. As a result, more attention was given to guidance and counselling in the area of personal development as well as that of career choice. The concern for the personal development of individuals was responsible, in part, for a reformation and restatement of basic educational objectives. Williamson and Darley (1937:19) summarized these restated objectives:

> . . . to provide for each individual student that pattern of training which is most closely consonant with his abilities, interests, background and needs; to provide such training not only in the realm of occupational activity but also in the realm of life adjustments . . .

While the acceptance of these objectives by colleges reflected a deeper concern with the individual, it did not suggest that personal development was a process involving the student equally with the institution.

The writings that appeared during the period of 1925 to 1940 were descriptive and prescriptive. Two early surveys of student services appeared in 1926 (Maverick, 1926 and Hopkins, 1926). Both were principally concerned with guidance services although housing, placement and extra-curricular activities were enumerated. They emphasized the importance of considering individual differences as prerequisites for successful guidance programs.

The most significant work published during this period was *The Student Personnel Point of View* prepared by the American Council on Education in 1937. Except for minor revision in 1949, this statement has gone largely unchallenged to the present time. It embodied the conceptual framework within which modern student service work developed and served as a guide for action. The philosophy of this statement rested upon three basic assumptions about students (Johnson, 1970): 1) that individual differences and uniquenesses of personality among students are the rule and not the exception; 2) that the individual is conceived of and treated as a functioning whole and his development in all areas of living as a unit; and 3) that the organized functions of the institution should start realistically from where the individual is, not from the point of development at which the institution would like to find the hypothetical average student.

Toward the end of the 1930's two influential volumes appeared which not only endorsed the importance of considering the student as an individual, but they were intended as guides for student service workers. *Student Personnel Work: An Outline of Clinical Procedures* (Williamson and Darley, 1937) and *A Student Personnel Program for Higher Education* (Lloyd-Jones and Smith, 1938) used the terms guidance and personnel work almost interchangeably, thus broadening the definition of guidance to include a number of specific services which might be expected to make up a student service program. However, Williamson and Darley pointed out that literature on student service work continued to present a maze of definitions, differing functional emphases and administrative classifications.

Throughout the 1940's, student service workers continued to ponder the questions of classification and organization. Writing in 1948, C. Gilbert Wrenn conceded that these problems were not resolved. But he argued that student service work performed functions distinct from those of teaching and general administration. There was general agreement that specific services and functions such as counselling, residence hall programs, food service, student activities, health services, financial aids, placement and student records fell within the purview of student services (Blaesser, 1960). Agreement was less general concerning student government, student discipline, admissions and academic advising.

The 1950's was a period of attempts to evaluate formally the strengths and weaknesses of student service programs. A review by Froelich (1949) identified one hundred and seventy-seven studies of guidance programs published prior to 1948. Few of these concerned other elements of the student service program. They did, however, point out many of the problems inherent in evaluation. It was recognized that meaningful evaluation depended on the presence of valid evaluative criteria (Stang, 1950 and Rackham, 1951). Notable among the early attempts to establish criteria were those of Wrenn and Kamm (1948), Gilbert (1950), Pomeroy (1950), and Kamm (1953).

Typical listings of evaluative criteria were supplied by Williamson (1957) and Feder (1958). Williamson contended that evaluation depended on valid ways of measuring effectiveness of four basic criteria: 1) a measure of student and faculty satisfaction with services; 2) a measure of the extent to which students used the services; 3) a measure of continued improvement in professional status of the staff through additional formal training, experience, committee assignments and recognition; and 4) a measure of the quality of interpersonal relationships and cooperation among the staff.

Feder's criteria for evaluation included daily operations, climate of opinion, actual results and staff morale. Daily operations referred to the efficiency and promptness with which services were performed and to the quality of the relationships among all functions. Climate of opinion concerning student services was determined in part by examining campus publications and correspondence received from faculty, students and other members of the college community and from a conscious assessment of public opinion. Actual results were determined from studying the benefits derived. Feder provided the example of a reduction in the drop-out rate which could be ascribed to a special student service program in personal and career counselling. Indicators of staff morale included an examination of staff turnover rates and identification of signs of alienation of one or more student service units from others.

Evaluative studies continued unabated into the 1960's. The most widely publicized of these was the Carnegie Report (McConnell, 1965). The report, in its conclusions, relied on the opinions of experts. The investigators concluded that existing student service programs were not adequate in three-fourths of the two-year colleges and identified ten areas of critical need for improvement (Raines, 1966). The ten areas identified were: a) staffing standards, b) program interpretation, c) leadership development, d) counsellor preparation, e) criteria development, f) field consultants, g) demonstration centers, h) career information, i) community service, and j) centralized coordination.

The evaluation criteria used in the Carnegie Study centered around twenty-one functions and selected institutional and staff characteristics. Only college staff members were asked to provide information. The final appraisal was in the form of clinical ratings by the experts. In brief, the criteria used by the experts for appraisal were: 1) the number of basic functions implemented; 2) the ratio of student service staff to student enrollment; 3) the professional training of staff; 4) the relative opportunities for staff in-service professional upgrading; 5) the presence of programs for internal evaluation; 6) the institutional budgetary provisions for student services; and 7) the staff understanding of and solidarity on the aims and objectives of the student services program.

THE ORGANIZATION OF STUDENT SERVICES

In 1937 Williamson and Darley noted that there was little agreement about what activities and services constituted a student service program. In 1949 Wrenn argued that some functions and services clearly belonged in the student service area but that the inclusion of others varied from institution to institution. Writers in the 1960's and early 1970's continued to wrestle with these definitional and classificational problems.

Kate Mueller (1961), E. G. Williamson (1961) and J. W. McDaniel (1962) were notable among the authors of the early 1960's who sought to classify functions and services and to define the role of student services in postsecondary education. Mueller's *Student Personnel Work in Higher Education* (1961) became a classic and was used extensively in post-graduate training programs. Mueller conceived of the educational process as one where the institution prepared students intellectually and personally for enlightened democratic citizenship and intelligent leadership.

The taxonomy and organization of student services developed in connection with the Carnegie Study (McConnell, 1965) was largely accepted by college practitioners. In substance it varied only slightly from the functional classifications outlined earlier by Mueller and Williamson. The question of just how these functions should be organized administratively remained open to interpretation.

David B. Hershenson (1970) advanced another plan for functional classification of student services. He contended that the form of organization used would depend on whether the college had adopted a person oriented or a process oriented approach to education. He proposed four functional categories which he termed: a) internal coordinating functions, b) orienting functions, c) supportive functions, and d) educative functions. He argued that colleges which defined the mission of student services in a person oriented way would place more emphasis on the educative functions while colleges which were oriented toward process would place more emphasis on orienting functions.

The efforts to organize and classify the various student services did not produce a uniform plan. In the final analysis, argued Faucett and Campbell (1970:188), this was as it should be since the operation of student services should be in keeping with the philosophy of the institution. However they are organized, they should be well planned and coordinated.

The efforts to identify and classify student services had both desirable and undesirable consequences (Williamson, 1957; Richardson, Blocker and Bender, 1972). The centralization of the student service program and the compartmentalization of specific functions coupled with the development of professional specialization of staff, tended to fragment the college life of the student into academic and non-academic areas. Richardson, Blocker and Bender argued that student service work should constitute a pervasive part of the responsibility of all members of the college staff. They suggested a tri-level functional organization based on levels of service. This organization, they argued, should be centrally coordinated and mutually dependent. It should cut across all organizational lines in such a way as to integrate student services and student service staff more thoroughly into the total organization of the institution and to strengthen relationships with both faculty and students.

THE IDENTIFICATION OF OBJECTIVES

The task of identifying the functions that made up a student service program and somehow classifying those functions was accompanied by the task of articulating objectives. *The Student Personnel Point of View* (American Council on Education, 1937), with its emphasis on the development of the whole person, continued to serve as a starting point for the identification of objectives. Many student service workers believed that it didn't say enough about objectives. The movement to define a student service profession generated additional statements of philosophy and goals.

Mueller (1961) expressed the purpose of postsecondary education generally and student services specifically as the preparation of students for leadership and enlightened democratic citizenship.

The Carnegie Study (McConnell, 1965) argued broadly that the role of student services was to meet student needs, support the instructional program and promote institutional development. Berdie (1966) saw the purposes of student services as humanizing and individualizing higher education, integrating for and with students the institutional and real worlds as well as facilitating movement between them, expanding the personal horizons and perspectives of students and increasing the immediate satisfactions of students.

Shaffer and Martinson (1966:14) suggested that student services included all the institution's relations with students except those of actual classroom instruction. Student services

> . . . attempt to place the student at the center of his education by emphasizing the unity of the educational process. Its techniques and methods have been developed in order to assist the total institution in its work and to maintain the coherence and integrity of the college environment.

Charles Collins (1967:13) published a reader's version of the Carnegie research report in which he assigned to college student services an extremely comprehensive purpose. His widely quoted description contends that:

> The student service program should be the pivot, the hub, the core around which the whole enterprise moves. It provides the structure and creates the pervasive atmosphere which prompts the junior college to label itself as student centered.

C. Gilbert Wrenn (1968) agreed with Collins to the extent that student services could and should affect all phases of the college program. He saw the aims of student services as parallel to but not dictating the direction of formal instruction. Student services should personalize the student's college experience while contributing to his total education.

Koos (1970:508) supplied a definition of student services drawn from an earlier definition of guidance programs:

> . . . the process of assisting the individual in determining and analysing his interests, aptitudes, limitations and problems, and in the light of this knowledge helping him to make wise choices and adjustments in order that he may have a fuller life.

More detailed statements of objectives were produced by the Council of Student Personnel Associations (COSPA) in 1964 by Herron (1970) and by O'Banion (1972). Each of these statements emphasized the responsibility of student services to promote an institutional climate conducive to personal growth both in and out of the classroom.

O'Banion (1971) observed that the fifteen objectives set forth by COSPA (1964) were phrased in what he called global and safe educational language and suggested that they might be more valuable phrased in behavioral terms.

The list of objectives provided by Herron (1970:9-11) was very similar to that advanced by COSPA in 1964. Herron added that the student service program should never be designed so that it detracted from the academic program but should be organized and performed in such a way that the student utilized his capabilities in achieving his academic goals with the least amount of difficulty.

THREE BASIC ORIENTATIONS TO THE ROLE OF STUDENT SERVICES

The history of student service work can be described in terms of basic orientations, each of which implies a certain pattern of relationships between the institution and the student. The way in which an institution approaches student services, in terms of functional emphasis and support, reflects its basic orientation. Three brief descriptions of recognized orientations are provided here.

The *regulator* or *control* orientation of student services, while in decline after the 1930's, continued to be evidenced in practice (Wrenn, 1968). The central theme of this orientation was the concept of *in loco parentis* which demanded strict supervision of student behavior.

The most common orientation for student services, however, was the *service* orientation. This conception of student services was articulated by Mueller (1961) and the Carnegie researchers (McConnell, 1965). The student service program consisted of a series of functional activities performed to and for the student. The student service worker, on the basis of personal contact and cumulative files suggested what he considered to be the most legitimate or meaningful alternative courses of action, i.e., courses of action that would enable the student to lead a productive and satisfying life (Koos, 1970).

O'Banion, Thurston and Gulden (1972) suggested a *facilitative* orientation for student services, one in which the student played an active, even a directive role. The authors described this model as a tentative statement of an emerging model in which student service workers and the total institution attempt to create a climate where students would have responsibility as well as freedom. The climate would include challenge, encounter, stimulation, warmth, acceptance, support and appreciation of individual differences.

The authors argued that this emerging model, by emphasizing a facilitative climate of freedom, student responsibility, applied humanistic psychology and student participation, required a new kind of person for its implementation and a departure from the classical modes of organization.

SUMMARY

The origins of student services were traced to the church related institutions of the seventeenth century. The early role of these services was to supplement classroom learning by affirming the religious and social values of society in the student's extra-classroom life. The early tasks of student service workers grew out of crisis related situations.

During the early twentieth century, postsecondary institutions became more concerned with individual differences among students. A new role for student service workers was set forth in the *Student Personnel Point of View* (1937). Students were to be treated as individuals whose out-of-classroom needs were relevant to the educational process.

The 1940's and 1950's were periods of identification and definition of those functions which made up a student service program. The 1950's were also a period of attempts to evaluate the effectiveness of student services. Numerous sets of criteria were advanced but the widely distributed Carnegie Report (McConnell, 1965) relied instead on the opinions of experts.

Researchers did not agree on the way in which the several student service functions should be organized. Organizations based on types of functions and institutional orientations were proposed. Recent researchers contended that no one organization was better than any other as long as student services were effectively coordinated and in keeping with the philosophy of the institution.

The stated objectives of student services were many. They ranged from a simple statement of concern for the individual to long lists which affected nearly every aspect of the student's life.

Finally, the chapter described three basic orientatations to student services. These orientations were termed control, service and facilitative. The control orientation emerged early but gave way in the late 1930's to an orientation which reflected a concern for individual differences among students. This service orientation was characterized by the provision of a variety of services to and for the individual student. The proposed facilitative orientation was characterized by student responsibility in the non-instructional process and a high degree of inter-personal exchange between students and student service staff.

Chapter 3

METHODOLOGY

SELECTION OF THE SAMPLE

Selection of Colleges

This research project was conceived with the aim of examining student services in a Canadian college setting. Two principal considerations led to the selection of the nine British Columbia public colleges. First, an effort was made to select colleges that would allow for inter-institutional comparisons. Thus, colleges within a single provincial system were selected. It was assumed that institutions within a single province would display greater similarities in goals, philosophy and operation than institutions drawn from a number of provincial systems.

The second major consideration was to select a system which was comprised of institutions that could be classified as community colleges. The components of a community college that were of particular concern included a liberal or "open-door" admissions policy, comprehensive program and service offerings, a commitment to maintaining student costs at a minimum, an orientation to meeting the specific needs of a region or community, and an emphasis on services that assist the individual student in making the open-door a valid opportunity for success. The study assumed that student services have a particular role to play in the community college setting. The questions posed by the study related to the functional activities of student services in that setting.

These basic considerations were satisfied by the British Columbia college system. Goal and philosophy statements published by the individual colleges conformed with those ideal goals and philosophies advanced as components of the community college model.

The community colleges of British Columbia recently were melded with the formerly established vocational schools. The vocational division of the college was included in the sample when it shared physical facilities with the academic and career divisions and thus had access to the full range of student services. This decision was made during the data gathering process at the suggestion of the deans of those colleges with separate vocational divisions. The recommendation of the deans was based on the fact that student services, as they were conceived and practiced in the community college, were not found in the tradition of the older vocational schools. The final sample was made up of all nine colleges. Four of these included a physically melded vocational division.

Respondents

Persons directly involved with the performance of student service functions and faculty selected randomly comprised the two institutional samples whose opinions and perceptions were solicited. The first group (non-instructional personnel) included persons specifically assigned to the performance of student service functions. A list of non-instructional personnel was compiled with the assistance of the dean of student services or, in the absence of such a position, a comparable student service officer. This group included the dean of student services, the director of counselling, counsellors, the director of athletics, the director of study skills, the admissions officer, the registrar, the assistant registrar, and the financial aids officer. In addition, the principal of the college was included.

The second group (instructional personnel) was selected from a list of the faculty using a table of random numbers. Fifteen faculty members were selected from each college. The instructional sample selected varied from ten percent of the faculty on large campuses to twenty-five percent of the faculty on smaller campuses. During visits to each college, arrangements were made to meet with both the non-instructional and the instructional personnel.

ISCF Returns

Table 1 presents a breakdown of the distribution and returns of the Inventory of Selected College Functions. One hundred and ninety-two copies were distributed during the college visits. Seventy-four were distributed to non-instructional staff and one hundred and eighteen to instructional personnel. A total of one hundred and forty-nine were returned, of which one hundred and forty-eight were usable. Non-instructional personnel returned 80 percent while instructional personnel returned 75.4 percent. The overall return rate was 77.6 percent.

Only three colleges returned less than 80 percent. In two of the three cases it was impossible to make personal contact with all selected respondents and this may have accounted, in part, for the

Table 1

Distribution and Return of ISCF by College Groups and College Total

College	Non-instructional Staff Distribution	Non-instructional Staff Returns	Instructional Staff Distribution	Instructional Staff Returns	College Total Distribution	College Total Returns	Percent
1	7	7	10	7	17	14	82.4
2	9	9	13	13	22	22	100.0
3	10	7	13	12	23	19	82.6
4	9	8	12	11	21	19	90.5
5	10	8	15	7	25	15	60.0
6	10	6	15	7	25	13	52.0
7	8	4	13	10	21	14	66.7
8	5	5	13	11	18	16	88.9
9	6	6	14	11	20	17	85.0
Total	74	60	118	89	192	149	77.6

smaller percentage of returns. Returns may also have been influenced by varying degrees of interest expressed by the principal contact person in each institution. Finally, returns may also have been influenced by whether returns were partially collected during the visit or were left for collection and return by the institutional contact person. Many respondents who were unable to complete the returns during the campus visit preferred to return them individually rather than to channel them through an institutional contact. The percentage of returns for these respondents was very high.

INSTRUMENTATION

Selection of the Instrument

The major data gathering instrument was a modified version of the Inventory of Selected College Functions (ISCF) developed by Max Raines of Michigan State University. The ISCF was developed in conjunction with a nationwide United States study of junior college student service programs financed by the Carnegie Corporation of New York (McConnell, 1965). The study was conducted by the American Association of Junior Colleges from whom permission to use and modify the ISCF was obtained (Appendix A).

The ISCF was selected for two reasons. First, it had been extensively used and tested in two-year colleges. It was designed to provide researchers with a means of assessing the scope and quality of a basic student service program. Subsequent use of the ISCF by individual colleges showed it to be a valuable research tool. Secondly, the ISCF presented concise descriptions of basic student service functions. Each function was considered fundamental to any student service program.

When goal and philosophy statements from the British Columbia college calendars were compared with goal and philosophy statements expressed by the Carnegie researchers (McConnell, 1965), they were found to be very similar. In one case, the description of a British Columbia college student service program coincided exactly with the description of student services used in the Carnegie report. The nine public colleges were established between 1964 and 1971 and during the period of initial development drew heavily on the experiences and organizational patterns of similar United States institutions (Campbell, 1971:70). The impact of this early orientation is reflected in the presence of many characteristics which are common to both British Columbia and United States institutions. A recent nationwide study of Canadian community college counselling departments employed the precise typology of community college students used in the Carnegie report (Patterson, 1972).

Development of the Instrument

The original ISCF consisted of thirty-five student service functions each of which subsumed a set of specific activities related to the performance of the major function. In addition, the ISCF contained a list of sixteen "developmental" factors that could potentially enhance or impede the development of college programs. The purpose of the ISCF was to gather data that would provide a better understanding of the status of existing two-year college student service programs.

The Carnegie researchers received five hundred ISCF returns from one hundred and twenty-eight randomly selected two-year colleges. Subsequent to the analysis of returns, twelve student service experts were brought together in a training workshop. Using the returns from the ISCF and an interview guide the experts visited each of the responding colleges. When the interviews were completed, a consensus of the experts reduced the number of functions considered basic to a college student service program from thirty-five to twenty-one. The developmental factors section of the ISCF remained unchanged. (A copy of the original instrument may be found in T. R. McConnell, 1965:Appendix D.)

Modification of the Instrument

The instrument was modified for the study of student services in the British Columbia public college system in the following ways.

A question asking whether or not each function was implemented was omitted. This decision was made on the grounds that the reduction of the list from thirty-five to twenty-one minimized the possibility that the function was not implemented. The impact of this omission was also mitigated by the provision of a "very limited" response category on the scope dimension.

A "need for improvement" category was substituted for a "need for implementation" category. The need for improvement category provided a measure of what "should be" and a suggestion of how urgent was the need for improvement.

The "classification of function" category was omitted for two reasons. The Carnegie researchers found little relationship between the administrative classification of a function and the quality of its implementation. It was not the purpose of this study to suggest that one organizational classification was more desirable than another. Secondly, structured interviews with selected college personnel were designed to yield information concerning the structuring of student service programs within the larger college organization.

The "respondent assignment" category was omitted on the grounds that in small colleges one respondent may have many student service assignments and others no direct assignment. Respondents were asked instead to indicate the degree of their involvement with the student service program.

The introduction to the developmental factors section was modified by presenting the factors as influences that could impede or enhance the development of the student service program, specifically, rather than as factors that could have an impact on any college program.

All references to the United States were removed from directions and descriptions of functions. The word "junior" preceding "college" was eliminated wherever it occurred.

The response sheet for the twenty-one functions was constructed specifically for this modified instrument. (For a complete copy of the modified instrument see Appendix E.)

PILOT STUDY

The modified Inventory of Selected College Functions was tested for clarity and appropriateness of the items in an Alberta community college. This college conformed closely in statements of philosophy, student composition and comprehensiveness of program to the regional colleges of British Columbia.

A visit to the college was arranged and copies of the modified ISCF were distributed personally to ten instructional and eight non-instructional personnel. Respondents were asked to comment throughout the ISCF on the clarity and relevance of the descriptions of the student service functions and the format of the inventory. (Seventeen inventories were completed and returned in self-addressed, stamped envelopes.)

Respondents experienced a minimum of difficulty with the descriptions of the basic functions and with the response categories for scope, quality and need for improvement. Only a few comments were received and most of these suggested individual work changes. In particular, five comments suggested changing "Personnel Records Function" to "Student Records Function." This suggestion was adopted in the final draft of the instrument.

The directions, introduction and response categories in the section on developmental factors proved to be confusing to twelve of the seventeen respondents. Consequently, the introduction to this section was expanded and illustrations were added to the directions. The format for responses was revised to provide for greater ease of completion.

DATA COLLECTION

Solicitation of College Participation

The Division of Post-Secondary Services, Department of Education, Victoria, British Columbia, was advised of the proposed study and approval to proceed was secured. Letters were sent to the principal of each regional college outlining the nature of the study and requesting participation. Permission to visit the college over a two-day period was also requested (Appendix B).

Each of the nine colleges agreed to participate and permission to visit the campuses was granted. Upon receipt of these agreements a schedule for visitations was constructed and mailed to the colleges for possible adjustments. The schedule was accompanied by a letter detailing the specific kinds of assistance that would be requested during the visit. Colleges were advised that a questionnaire would be distributed and that interviews with specified staff would be conducted (Appendix C).

Administration of the Instrument

One of the purposes of the visit to each college was to personally distribute the ISCF. It was assumed that contacting selected respondents in person would increase the participation rate over that secured through a mailed instrument. In the two colleges where personal contact with each respondent was impossible, the percentage of returns was considerably lower.

Interviews

In addition to the distribution and collection of the ISCF, interviews were scheduled with key college personnel. The purpose of these interviews was to gather information that would facilitate the integration of data generated by the ISCF with larger organizational considerations. The subjects of the structured interviews concerned budgeting, staffing and organization of the student service program. Interviewees were asked to identify areas of emphasis and uniqueness in their student service program. Each person interviewed was also asked to comment on what he or she considered to be the most pressing areas of need. Two interview guides were used as a basis for these structured interviews (Appendix D).

Interviews were arranged with the principal, the director of student services, the director of counselling and the bursar. Less formal interviews were also held with counsellors and registrars. An attempt was made in the interviews to identify staff needs and priorities as they related to the continued development of the student service program. A total of forty-three interviews was conducted during the study.

Follow-up

Approximately thirty percent of the response sheets for the ISCF were collected during the campus visits. Immediate returns ranged as high as eighty percent in individual institutions to no responses where collection was to be coordinated by a designated staff member and forwarded by mail at a later date. The remaining seventy percent were to be returned by individual respondents or collected and returned by designated contact persons.

Follow-up letters were sent to each institution two weeks following the visitation and again after five weeks. Phone calls were made to four institutions after seven weeks had elapsed from the time of visit. All nine colleges ultimately completed and returned response sheets for the ISCF.

TREATMENT OF DATA

Coding and Scaling Procedures

A numeric value was assigned to each response. The following scales were used for scope, quality, need for improvement and the developmental factors. The values for the overall program rating item were identical to those for the quality dimension.

SCOPE

5 = very broad
4 = broad
3 = moderate
2 = limited
1 = very limited

QUALITY

5 = very good
4 = good
3 = satisfactory
2 = poor
1 = very poor

NEED FOR IMPROVEMENT

5 = urgent
4 = strong
3 = moderate
2 = not pressing
1 = no need

IMPACT OF THE DEVELOPMENTAL FACTORS

5 = very positive
4 = generally positive
3 = equally balanced
2 = generally restrictive
1 = very restrictive

Ranges were employed to interpret item mean scores. The ranges were the same for scope, quality, need for improvement and the impact of the developmental factors. The ranges applied as follows.

4.50 to 5.00 = very broad scope, very good quality, urgent need for improvement and very positive impact.

3.50 to 4.49 = broad scope, good quality, strong need for improvement and generally positive impact.

2.50 to 3.49 = moderate scope, satisfactory quality, moderate need for improvement and equally balanced impact.

1.50 to 2.49 = limited scope, poor quality, no pressing need for improvement and generally restrictive impact.

0.00 to 1.49 = very limited scope, very poor quality, no need for improvement and very restrictive impact.

Interview Data

The data generated from the interviews were both objective and subjective. The objective data provided a basis for understanding the organization, staffing and budgeting for student services in individual institutions and throughout the system. The information also was useful in explaining inter-institutional differences in the perceived scope, quality and need for improvement of the basic twenty-one student service functions. These data further reflected, in part, the degree to which each institution emphasized particular components of its student service program.

The subjective interview data reflected the personal opinions of staff members concerning the current status of student service operations, staff relationships, and perceived needs and priorities which may or may not have been articulated in the responses to the ISCF. These data were used to identify areas of possible inter-institutional agreement concerning perceived needs as well as identifying perceived needs and concerns which were institution specific.

ISCF Responses

The Inventory of Selected College Functions measured seventy-eight variables for each respondent in each of the two groups (instructional and non-instructional personnel). Variables one through twenty-one referred to the perceived scope of each basic student service function; variables twenty-two through forty-two the perceived quality of each function; and variables forty-three through sixty-three the perceived need for improvement of each function. Variables sixty-four through seventy-seven were the Developmental Factors taken in order of presentation on the ISCF. Variable seventy-eight referred to the respondent's rating of the overall student service program. Each variable had a five point response scale.

The first step in the data analysis process, following the coding, was to determine and rank mean scores for scope, quality and need for improvement of each of the basic functions, for the developmental factors and for the overall rating of the student service program. Standard deviations were used to suggest the degree to which the total group was in agreement with the values established by the mean scores. This initial scoring included all respondents. In this way a system profile was created which ranked each function on a five point scale. Ranked mean score profiles for scope, quality, need for improvement, the developmental factors and overall program rating were also generated for each institution (Appendices F, G, H and I).

Responses were further analyzed using a two-way analysis of variance to determine the main effects between the instructional and non-instructional personnel, the main effects among colleges, and the possible interaction effects. The statistical significance of apparent differences on each of the seventy-eight variables was tested with the F test, using Scheffé's Multiple Comparison of Main Effects. In addition to identifying item response differences between the two respondent groups and among the nine responding colleges, the analysis also identified items where differences were influenced by the presence of an interaction effect. The probable causes of these interaction effects were identified by plotting the mean score of both respondent groups across colleges.

The two-way analysis of variance provided two mathematical models for analysis: the additive model and the interaction model. The additive model was used when there was no significant probability of an interaction effect. The interaction model was used when the interaction effect reached the .05 level of significance.

Additive Model

$$Y_{ijk} = M + \alpha_i + \beta_j + e_{ijk}$$

Where:

Y_{ijk} is the score of the kth individual in the ith group in the jth college

M is the grand mean of all scores

α_i is the main effect of membership in the ith group (1 is non-instructional and 2 is instructional)

β_j is the main effect of membership in the jth college

e_{ijk} is the error factor specific to the kth individual in the ith group of the jth college

Interaction Model

$$Y_{ijk} = M + \alpha_i + \beta_j + X_{ij} + e_{ijk}$$

Where:

Y_{ijk} is the score of the kth individual in the ith group in the jth college

M is the grand mean of all scores

α_i is the main effect of membership in the ith group (1 is the non-instructional and 2 is instructional)

β_j is the main effect of membership in the jth college

X_{ij} is the effect of membership in the ith group in the jth college (interaction effect)

e_{ijk} is the error factor specific to the kth individual in the ith group of the jth college

SUMMARY

The college sample was comprised of the nine British Columbia regional colleges. Within each college two respondent samples were drawn. An instructional sample was selected randomly and a non-instructional sample was made up of the principal and all professional student service staff.

Approval to conduct the study was obtained from the Division of Post-Secondary Services, Department of Education, Victoria, British Columbia and all nine colleges agreed to participate. Visits were made to each college to distribute the ISCF and to conduct interviews with the principal and student service staff members.

The principal data gathering instrument was the Inventory of Selected College Functions (ISCF). Permission to use and modify this instrument was granted by the American Association of Community and

Junior Colleges. The ISCF measured perceived scope, quality, and need for improvement of twenty-one student service functions, and also the impact of fourteen developmental factors on the student service program.

The data from the ISCF were analyzed by generating ranked mean score profiles for each institution and the system on each of the three dimensions and for the developmental factors. Differences between groups and among colleges were analyzed using a two-way analysis of variance with Scheffé's Multiple Comparison of Main Effects.

Chapter 4

ORGANIZATION, STAFFING AND BUDGETING FOR STUDENT SERVICES

This chapter presents the basic organizational arrangements of student service programs in the British Columbia colleges. Staffing patterns are explained in terms of title designations, organizational positions and the responsibilities of specific positions. Brief attention is given to the use of para-professional staff and the employment of students in student services. The budget allotment for student services as a percentage of the total operating budget is presented for each college. Student service staff (FTE) is presented as a percentage of student enrollment (FTE). The findings presented in this chapter were based on interview information and basic institutional data.

ORGANIZATIONAL PATTERNS

Five colleges employed a structure for organizing their student service program which was characterized by a dean or director of student services who reported directly to the principal or president of the college. Usually this was a full-time position organizationally parallel to the dean of instruction. The dean of student services was responsible for the overall coordination of the student service program and for the integration of those services with the total college program. While the formal organizational structure provided for vertical lines of authority and communication, there appeared to be a high degree of lateral and informal communication. This seemed particularly apparent in smaller colleges where student service workers shared overlapping responsibilities for the performance of functions.

Two institutions split their student service activities into two separate units. The registrar and admissions unit dealt primarily with administrative matters and provided relatively little personal contact with students. The second unit, headed by the chairman of counselling, dealt with a wide variety of activities, nearly all of which had the potential for extensive student contact. This latter unit was often referred to as the "student services" office and was staffed primarily with counsellors. In both colleges the director or chairman of each unit reported independently to the principal.

The remaining two colleges in the system employed an "independent reporting system." In both, student service officers reported independently to the principal. Usually, one staff member appeared to consult more closely with the principal than did the others. However, this person was not responsibile in any formal way for the coordination of the student service program.

Each of these three organizational patterns appeared to bear a relationship to the way in which colleges and respondent groups scored on the ISCF. The implications of each structural model to the scope, quality and need for improvement of the basic student service functions and to the developmental factors are presented in the data analysis chapters.

STAFFING AND FUNCTIONAL RESPONSIBILITIES

The pattern for staffing student service programs throughout the system was by no means uniform. Table 2 presents the breakdown by college of those positions which were formally recognized as part of the student service program. It should be noted, however, that many of the functions defined as basic to the student service program were performed by the staff of other college units. For example, every college had a coordinator for athletics, although in two colleges this position was attached to the physical education department. Virtually every college offered a reading and study skills program although the director was sometimes attached to the English department.

The positions of counsellor or registrar were common to all of the colleges. Where the registrar also held the title of "dean," the title "dean" rather than the title "registrar" was used on the table to identify that staff member.

Three colleges had developed special programs for Native Indians. The cost of these programs (e.g. coordinators, counsellors and secretaries) were budgeted in the student service program but in only one case did the staff members report to the dean or director of student services. For this reason, staff for Native Indian programs were not included in the student service staff breakdown.

Budgetary provision for a financial aids officer appeared to be a relatively new phenomenon. Student applications for financial aid were reviewed by one or more designated student service

Table 2

Staffing Patterns FTE
1973 - 1974

Position/College	1	2	3	4	5	6	7	8	9
Professional Staff									
Dean/Director	1.0	1.0	1.0	1.0	.5	-	-	-	.5
Registrar	-	1.0	1.0	-	1.0	1.0	1.0	1.0	1.0
Assistant Registrar	1.0	-	-	2.0	-	-	-	-	-
Dir. Athletic Activities	.5	.75	1.0	1.0	-	-	1.0	1.0	1.5
Coor. Reading/Study Skills	1.0	1.0	-	-	-	2.0	-	-	-
Financial Aids Officer	-	.5	-	-	1.0	1.0	-	-	-
Counsellor	2.0	2.0	3.5	4.0	10.0	6.5	2.0	1.0	2.0
Placement Officer	-	.5	-	-	-	-	-	-	-
Sub-total	5.5	6.75	6.5	8.0	12.5	10.5	4.0	3.0	5.0
Other Staff									
Student Aides	-	1.5	-	.6	-	6.0	-	-	-
Para-Professionals	-	-	2.0	-	1.0	5.0	1.0	-	-
Clerical	3.0	5.0	5.5	5.0	13.0	7.0	2.0	2.0	4.0
Sub-total	3.0	6.5	7.5	5.6	14.0	18.0	3.0	2.0	4.0
TOTAL	8.5	13.25	14.0	13.6	26.5	28.5	7.0	5.0	9.0

staff members. Most colleges indicated that they planned to fill this position with persons who would also assist in other student service areas.

Career placement was regarded as a responsibility of Canada Manpower by nearly all colleges. Colleges appeared to assume limited responsibility for the identification of part-time jobs for students. In most cases this seemed to involve little more than the maintenance of a list of available jobs. Occasionally a para-professional staff member was assigned direct responsibility and some effort was made to solicit part-time job listings. Some informal career placement was done by individual instructors whose contacts in the community and the college made it possible for them to refer qualified applicants. Educational testing was another function that seemed to fall almost exclusively within the purview of Canada Manpower. No college had instituted a formalized educational testing program.

Planned increases in staff mainly involved adding assistance to the registration/admissions area by combining duties with the new financial aids officer position. Other planned staff additions were directed toward counselling and athletics.

The counsellors, as the most numerous of the student service staff, performed overlapping activities in all colleges. They were generalists who appeared to be involved with activities that ranged from personal counselling to the performance of a host of routine clerical tasks. They were often responsible with the registrar's office for the disbursement of pre-college information and the process of registration. Consultation, induction, guidance, orientation and advising as well as personal counselling appeared to be exclusive responsibilities of the counsellors. It was difficult to identify any particular activity of the counsellors as being emphasized over another.

Four colleges employed para-professional staff in the student service area. In two of the four cases, the duties of the para-professionals were associated with the registration/admissions area. One college employed a para-professional person as an information officer. The fourth college located its para-professional staff in the counselling department to assist in academic planning and advising and to assume certain routine activities.

All three colleges that involved students in their student service area assigned the students to the counselling department. One college had moved toward peer counselling by students and another planned to establish a pilot project of this nature in the future. Several others had experimented with student aides and elected not to continue the practice. The figures for the use of students did not include the occasional hiring of students to assist in routine registration procedures.

BUDGETING AND STUDENT/STAFF RATIOS

On the standard budget format for the British Columbia colleges, Section F was designated "Student Services." This section included supplies and equipment, staff salaries and the costs of information printing and distribution for the student services division. The college calendar, recruiting brochures and advertising were associated with the registrar's office and were therefore included.

Sometimes Section F appeared to be a convenient place to enter special program items or positions which were not considered a formal part of student services. In other cases student service functions such as reading, study skills and athletics were funded under other sections of the budget. Finally, some colleges considered a portion of both library and administrative budgets as student services although neither was reflected in Section F. However, the items entered under Section F were generally consistent. A pronounced variation among colleges appeared to result when Section F was reported as a percentage of the operating budget.

Table 3 shows that expenditures in Section F as a percentage of the colleges' operating budgets ranged from a low of 4.1 percent to a high of 9.6 percent. While it would seem quite inappropriate to prescribe a particular percentage as adequate or necessary, it was suggested by Raines (McConnell, 1965:26) that the student service budget should represent a "minimum expenditure of from 10 to 15 percent of the total instructional budget." The figures in Table 3 reflect substantial discrepancy among colleges and could suggest the presence or absence of institutional priorities for the development and maintenance of the student service program.

Student services staff, as a percentage of student enrollment, were regarded as another indicator of institutional commitment to the student service program. The figures representing student service staff as a percentage of enrollment appeared to be more uniform among colleges than did budget allocations. The staff percentages ranged from a low of .55 to a high of 1.03 and fell primarily between .80 and .96. For one ir[illegible]tution the use of para-professional staff

Table 3

Budget and Staffing of Student Services 1973 - 1974

College	Section F as a Percentage of the Operating Budget	Student Services Staff (FTE)	Staff as a Percentage of Students (FTE)
1	6.5	8.5	.94
2	7.3	13.25	.96
3	7.5	14.0	.83
4	9.6	13.6	.80
5	6.2	26.5	.59
6	6.7	28.5	1.03
7	4.1	7.0	.80
8	4.5	5.0	.55
9	5.5	9.0	1.03

increased the percentage substantially. For two institutions, low budget allocations coincided with low staff percentages. However, there appeared to be little consistency in the relationship between budget and staffing across colleges.

SUMMARY

Student service programs in the nine colleges displayed three modes of organization. One mode was characterized by the presence of a dean of student services to whom all student service staff reported. A second mode was characterized by a duel reporting system with two divisions headed respectively by the registrar and the chairman of counselling. The third organizational mode was labeled an independent reporting system with each staff member reporting independently to the principal.

There were notable variations in staff titles among the nine colleges. Two title designations, counsellor and registrar, were common to all colleges. Other professional staff titles included dean of student services, assistant registrar, director of athletics, and coordinator of reading and study skills. One college made provision for a half-time placement officer and another for a half-time financial aids officer. Four colleges employed para-professional staff and three employed students in the student service program on a part-time basis.

Counsellors appeared to be involved with the performance of nearly all of the basic student service functions. It was difficult to identify areas of counselling emphasis in any given institution.

Budget provisions for student services ranged from a low of 4.1 percent of the operating budget to a high of 9.6 percent. Student service staff as a percentage of the enrollment ranged from a low of .55 to a high of 1.03.

Size of staff, organizational patterns, staff to student ratios, and budget provisions were considered background information and possible indicators of institutional support for the student service program.

Chapter 5

SYSTEM-WIDE PROFILES

Descriptive data generated by the Inventory of Selected College Functions were organized in five sections. System-wide ranked mean score profiles for scope, quality and need for improvement of the twenty-one basic student service functions and fourteen developmental factors were presented. Standard deviations of mean scores were used to suggest relative degrees of agreement among respondents. The fifth section presented system and college ratings of the overall student service program. Differences between groups and among colleges are examined in Chapters 6 and 7. Appendices F, G, H and I present profiles for each category by college.

The discussion of the profiles presented in this chapter was limited to those functions falling at the top and bottom of the rankings for scope, quality and need for improvement. Similarly, the discussion of the developmental factors was limited to those which were perceived as having the most positive and most restrictive impact on the total student service program. The discussion of overall program ratings concerned apparent contrasts among colleges as reflected in the range of mean scores.

SCOPE

System-wide mean scores, ranks of means and standard deviations for the scope of the twenty-one basic student service functions are presented in Table 4. The means were computed on a five-point scale; specific coding and scaling procedures were discussed in Chapter 3. One hundred and forty-eight respondents completed the questions relating to the scope of the basic functions.

Three of the twenty-one functions were perceived by the respondents to be broad in scope. The most broadly implemented function was Student Registration with a mean score of 3.69. The standard deviation for this item was .78 suggesting a high degree of agreement among respondents. It should be noted that this function involved the performance of prescribed and largely routine steps.

The second function perceived as broad in scope was Student Counselling with a mean score of 3.56 and a standard deviation of .87. Once again the standard deviation suggested considerable agreement among all respondents. This function, as described in the ISCF, was directed toward the identification and response to special student needs by professionally trained personnel. As such it was seldom routine and demanded considerable flexibility of action. The ranking of this function across colleges suggested emphasis on counselling, an emphasis characteristic of the community college.

Table 4

Ranked Means and Standard Deviations of System-Wide Scope of Basic Student Service Functions
N = 148

Function	Mean	Rank	S. D.
1. Pre-college information	3.52	3.0	.82
2. Educational testing	2.22	21.0	.96
3. Applicant appraisal	3.03	9.0	.99
4. Applicant consultation	3.44	4.0	.87
5. Student induction	2.46	17.0	1.00
6. Student registration	3.69	1.0	.78
7. Student records	3.22	5.0	.85
8. Group orientation	2.45	18.0	1.02
9. Student advising	3.11	8.0	1.00
10. Student counselling	3.56	2.0	.87
11. Career information	2.71	13.0	1.00
12. Academic regulation	2.97	10.0	.94
13. Social regulation	2.26	20.0	1.00
14. Student self-government	2.67	14.0	1.02
15. Co-curricular activity	2.82	12.0	1.08
16. Financial assistance	3.20	6.0	.96
17. Graduate placement	2.51	15.5	1.05
18. Program articulation	2.92	11.0	1.01
19. Student personnel evaluation	2.29	19.0	1.00
20. In-service education	2.51	15.5	1.01
21. Administrative organization	3.15	7.0	1.02

Pre-College Information was the third function to fall within the broadly implemented range. Its mean score was 3.52 and the standard deviation was .82. This function was carried out within the college by central administration, the registrar's office and the counselling department through school visits, newspaper advertising and the publication and distribution of brochures. This was principally an administrative function with many routine activities that arose from the basic information giving nature of the function.

Two of the three functions which rated highest on the scope dimension, student registration and pre-college information, were directed as much toward system maintenance and survival needs as they were to meeting student needs. They dealt primarily with pre-attendance concerns while student counselling, as defined, was directed toward meeting the needs of students once they were enrolled.

Five functions were perceived as being limited in scope (1.50-2.49) while two others (2.51) bordered on the limited range. For the purpose of this discussion, all seven will be treated as functions with limited scope. The decision to discuss the two additional functions on the scope dimension was made to facilitate comparisons with the more extreme rankings of these functions on the quality and need for improvement dimensions.

The Educational Testing function ranked lowest of all the functions in perceived scope with a mean score of 2.22. The standard deviation of .96 indicated considerable agreement among respondents. The educational testing function, as defined in the ISCF, referred to the maintenance of a standardized testing program that would facilitate the assessment of abilities, aptitudes, values and personality traits, knowledge of which would facilitate educational planning. As an appraisal function, educational testing was designed to provide the student, counsellor and instructor with information that would assist in making the college experience one which provided the student with an opportunity for success. Testing, in the colleges, was usually handled on a referral basis by Canada Manpower and was directed primarily toward vocational interests and aptitudes.

The Social Regulatory function ranked twentieth of the twenty-one functions in scope. The mean score was 2.26 and the standard deviation was 1.00. A broad or very broad rating of the scope of this function, as defined, would have suggested a social behavior control orientation by the college. This relatively low scope score suggested that the colleges in British Columbia did not see this function as a major institutional responsibility.

The third function which fell within the limited scope range was the Student Personnel Evaluation function. This function ranked nineteenth. The mean score was 2.29 and the standard deviation was 1.00. This score suggested that the British Columbia colleges have devoted little attention to evaluating the quality or effectiveness of their student service programs. It further suggested that there was little provision for ongoing assessment and modification. Further weight was given to these possible conclusions by the interview data. Only two colleges appeared to have undertaken a student service evaluation. In both cases the evaluations were short term and involved primarily counselling activities.

The Group Orientation function ranked eighteenth in scope, with a mean score of 2.45 and a standard deviation of 1.02. This function, as defined in the ISCF, suggested the use of group processes to facilitate adjustment to college decision making and as a way to effectively disseminate information about college programs and services. The desire to be more involved in group processes with students was frequently voiced by the counsellors who were interviewed during the course of the study.

The fifth item to fall within the limited scope range was the Student Induction function. The mean score was 2.46 and the standard deviation was 1.00. This function, like the group orientation function, was intended to acquaint entering students with plant and staff resources, student activities, college procedures and regulations of the college. The presence of this function and the group orientation function within the limited scope range suggested a relatively limited range of activities implemented to accomplish the basic tasks of student orientation. It may also have reflected a conscious decision that orientation generally was not an important college responsibility.

The two items that bordered on the limited scope range were the In-Service Education function and the Graduate Placement function. Each function had a mean score of 2.51 with respective standard deviations of 1.01 and 1.05. The in-service education function referred to those activities of the college designed to increase the effectiveness of staff participation in the various non-instructional functions of the college through a planned program of in-service training or education. The relatively low mean score on this item may have been a reflection of current commitment to the development and upgrading of the student service program. It might also have referred to an absence of professional upgrading programs and activities which were easily accessible to personnel from the outlying colleges. The costs of travel throughout the province made attendance at available activities and programs impractical. These possible reasons did not explain the absence of intra-institutional activities for professional development.

The Graduate Placement function appeared not to have been incorporated into the specific responsibilities of the individual colleges or the system. The ranking of just above the limited scope range could be explained by the role Canada Manpower played in the placement of graduates, particularly from the vocational and career divisions. Without the partial fulfillment of this function by Canada Manpower, the ranking of the function would probably have been well within the limited scope range.

The three functions which ranked in the broad scope category and the seven functions treated as limited in scope accounted for ten of the basic twenty-one functions. The remaining eleven fell within the moderate scope range with mean scores between 2.50 and 3.49. There were no functions which ranked as either very broad or very limited. The scores and rankings should be considered in light of the perceived need for improvement of each function and the demands of the student centered community college model on which these colleges were constructed.

QUALITY

The quality category of the Inventory of Selected College Functions asked respondents to rate the quality of the performance of each function in light of its perceived scope or degree of implementation. Each respondent rated the functions for quality on a five-point scale between very good and very poor. A total of one hundred and forty-eight respondents entered quality scores for each of the twenty-one basic student service functions.

The mean scores, ranks and standard deviations for the quality of the basic functions are presented in Table 5. Relative degrees of agreement among all respondents, as suggested by standard deviations, were higher for the quality dimension than for either the scope or need for improvement dimensions. For the twenty-one functions the standard deviation exceeded 1.00 only for the administrative organization function (item twenty-one). For this item, the standard deviation was still relatively low at 1.02.

In addition to relatively low standard deviations, the mean scores were distributed over the smallest range of all response categories. The highest mean score on quality was 3.59 while the lowest mean score was 2.60. The total range of scores covered less than one point on the five-point scale. With one exception, all scores fell within the satisfactory quality range.

One function, Student Counselling, fell within the good quality range with a mean score of 3.59. The standard deviation was .92. Unlike many of the other basic functions, student counselling could be identified with specific persons as well as with the performance of specific activities. The visibility of this function, together with its frequency of formal organizational occurence across colleges, suggested that this was an area of college commitment. That it ranked highest in quality further suggested it to be an

Table 5

Ranked Means and Standard Deviations of the System-Wide Quality of Basic Student Service Functions

N = 148

Function	Mean	Rank	S. D.
1. Pre-college information	3.39	2.0	.81
2. Educational testing	2.84	16.5	.88
3. Applicant appraisal	3.03	12.0	.81
4. Applicant consultation	3.38	3.0	.79
5. Student induction	2.72	19.0	.90
6. Student registration	3.32	4.0	.90
7. Student records	3.18	7.0	.79
8. Group orientation	2.89	15.0	.92
9. Student advising	3.22	6.0	.96
10. Student counselling	3.59	1.0	.92
11. Career information	2.91	14.0	.90
12. Academic regulation	3.11	8.0	.85
13. Social regulation	3.08	9.0	.88
14. Student self-government	2.84	16.5	.88
15. Co-curricular activity	3.04	11.0	.92
16. Financial assistance	3.31	5.0	.90
17. Graduate placement	2.80	18.0	.90
18. Program articulation	3.01	13.0	.93
19. Student personnel evaluation	2.60	21.0	.89
20. In-service education	2.71	20.0	.95
21. Administrative organization	3.05	10.0	1.02

area of emphasis. Counselling appeared to be a function to which considerable institutional resources were devoted. However, the ranking of this function was not uniformly high across colleges. (Variations between respondent groups and across colleges will be discussed in Chapters 6 and 7.)

The Pre-College Information function and the Applicant Consultation function ranked second and third on the quality dimension. The mean scores for these functions were 3.39 and 3.38, respectively. Agreement among respondents, as indicated by standard deviations of .81 and .79, was high.

Pre-college information activity was visible in all colleges. Considerable attention was given to the preparation and distribution of brochures that described the various college programs. Counsellors visited high schools within the college region to explain college offerings and program requirements. Interview data provided the information that nearly all colleges used both newspapers and radio to disseminate information about the college.

The ISCF described the applicant consultation function as activities designed to schedule and conduct conferences with applicants who may seek or need staff assistance pertaining to their admission, anticipated problems and selection of educational objectives. This function appeared to be mainly the assignment and explanation of specific program requirements. In most colleges all entering students were required to consult with a counsellor concerning their program prior to registration. Due to the high incidence of standardized programs this appeared to be a widely performed but largely routine activity.

The three functions which ranked lowest in quality were Student Personnel Evaluation, In-Service Education and Student Induction. Their respective mean scores were 2.60, 2.71 and 2.72. The standard deviations of .89, .95 and .90 suggested relatively high agreement among respondents. The scores for all four items fell within the satisfactory quality range.

Student personnel evaluation ranked lowest in quality of the twenty-one functions. This function was defined for respondents as those activities of the college designed to collect, analyze and interpret data concerning characteristics and transitions within the student population, the needs of students, the use of college resources by students, factors affecting student progress, and the adequacy of college services designed for student development. The lowest possible quality rank for this function, combined with a nineteenth place rank on the scope dimension, suggested that this was an area which received very little attention. The relatively low quality score also may have been influenced by the fact that past efforts at student personnel evaluation were perceived as ineffective.

The mean score for in-service education ranked twentieth. This function was defined as those activities of the college designed to increase the effectiveness of student service staff through a planned program of in-service training. Interview data suggested that formal provision for in-service training, across colleges, was minimal. Two colleges made budgetary provision for this activity but no college had developed a planned program for either internal or external staff training activities. The interview data suggested that occasional training activities such as speakers or workshops were available to staff members. However, these were not college activities and were perceived as having limited relevance to college concerns. The system-wide rank of twenty on the quality dimension supported the tentative conclusions drawn from the interview data.

Student induction ranked nineteenth on the quality dimension. This function was defined as those activities of the college designed to acquaint entering students with plant and staff resources, student activities, college procedures and college regulations. As an orientation function, student induction like pre-college information and applicant consultation was concerned with pre-attendance services. The nineteenth rank of the quality score for this function suggested the need for additional attention to basic pre-enrollment activities.

A review of the mean score rankings for scope showed student personnel evaluation and student induction falling within the limited scope range. In-service education with a mean score of 2.51 was also treated as limited in scope. Thus, there appeared to be a relationship between those functions which were perceived as being limited in scope and those which ranked lowest on the quality dimension. That scope was considered limited and quality relatively low suggested that these were functions which required further attention.

The suggestion that low scope scores reflected an absence of institutional commitment also applied to the quality dimension. It was noted in this context that only one function, student counselling, rated more than satisfactory quality.

NEED FOR IMPROVEMENT

The scope and quality profiles provided a measure of "what is" and "how good" was the performance of "what is." The need for improvement category provided a third dimension by using respondent perceptions to suggest what "should be." If the scope of a given function was perceived as being low and the quality only satisfactory, a measure of respondent perceptions of need for improvement was necessary. If the function in question also received a low need for improvement score it would have suggested that the function was not perceived as one with which the system should be particularly concerned. If, on the other hand, that function received a score that suggested a strong need for improvement, it would be safe to assume that the colleges placed some value on improving the performance of the function.

The need for improvement category asked respondents to judge the need for improving each function on a five-point scale ranging from urgent need for improvement to no need for improvement. One hundred and forty-eight respondents completed twenty items in this category; the remaining item had one hundred and forty-seven responses.

Table 6 presents need for improvement mean scores for each of the twenty-one basic functions with ranks and standard deviations. A wider range of standard deviations than for the quality dimension was noted, suggesting slightly less agreement among the total respondents. The standard deviations ranged from .86 to 1.16. With

Table 6

Ranked Means and Standard Deviations of System-Wide Need for Improvement of Basic Student Service Functions
N = 148

Function	Mean	Rank	S. D.
1. Pre-college information	3.27	7.0	.90
2. Educational testing	3.29	6.0	1.04
3. Applicant appraisal	2.97	13.5	.98
4. Applicant consultation	2.92	17.0	.86
5. Student induction	3.48	1.0	1.01
6. Student registration	2.84	19.0	.99
7. Student records	2.73	20.0	.92
8. Group orientation	3.36	5.0	1.03
9. Student advising	3.14	10.0	.99
10. Student counselling	2.95	15.0	1.02
11. Career information	3.46	2.0	.92
12. Academic regulation	2.85	18.0	1.01
13. Social regulation	2.36	21.0	1.08
14. Student self-goverment	2.94	16.0	1.16
15. Co-curricular activity	3.07	11.0	1.09
16. Financial assistance	2.97	13.5	.97
17. Graduate placement	3.41	3.5	.96
18. Program articulation	3.19	9.0	.97
19. Student personnel evaluation	3.41	3.5	.95
20. In-service education	3.23	8.0	.98
21. Administrative organization	3.03	12.0	1.08

the exception of the social regulation function, which fell within the not pressing need for improvement range, all the functions were perceived as demanding moderate need for improvement (2.50-3.49).

The Student Induction function scored highest in perceived need for improvement with a mean score of 3.48 and a standard deviation of 1.01. The fact that this function received the highest system-wide score on need for improvement was in keeping with the relatively low scores that it received on scope and quality. The ranking for scope suggested limited implementation and the mean quality score ranked this function nineteenth on the quality dimension. Its number one position on the need for improvement dimension suggested that it should receive priority attention.

The student induction function was followed closely by the Career Information function which had a mean score of 3.46 and a standard deviation of .92. The career information function was defined for respondents in the ISCF as those activities of the college designed to obtain, analyze and interpret occupational information and trends to students, advisors, instructors and counsellors. A review of the scope and quality scores for career information raised questions concerning this ranking on need for improvement. The scope score of 2.71 and a rank of thirteen combined with a quality score of 2.91 and a rank of fourteen did not suggest that career information would rank comparatively high on the need for improvement dimension. A possible explanation was suggested by the interview data. All colleges appeared to rely heavily on Canada Manpower for the performance of the graduate placement function. Consequently, they also relied on Canada Manpower to supply career information.

The scope and quality scores may have reflected relative satisfaction with the performance of this function by Canada Manpower. The high ranking on need for improvement suggested a possible desire on the part of the colleges to become more deeply involved with the performance of the career information function.

The relatively low scores on the scope and quality dimensions for Graduate Placement and Student Personnel Evaluation seemed in keeping with a ranking between third and fourth on the need for improvement dimension. The mean score for both was 3.41 with standard deviations of .96 and .95, respectively. Taken in their relative position to the other functions on the need for improvement dimension, both the graduate placement function and the student personnel evaluation function appeared to demand system-wide attention.

The presence of both the career information function and the graduate placement function among the leaders in requiring need for improvement suggested a possible relationship between the two relative to the system's responsibilities for helping students to move from the educational to the working world. The present reliance on the resources and cooperation of Canada Manpower may have been perceived to be insufficient and the service not broadly based enough to meet student needs for career planning and placement.

The Group Orientation function ranked fifth in perceived need for improvement. The mean score was 3.36 and the standard deviation 1.03. The score did not suggest pressing need for improvement. Taken together with the student induction function, the first ranked function on the need for improvement dimension, another possible relationship was evident. Both the student induction function and the group orientation function concerned pre-attendance preparation of students for entrance into the college environment. It seemed safe to assume that the ability to recognize and use available resources increased the ease with which an individual entered a new environment. If this assumption was correct, the concern expressed for improving both functions may have stemmed from a common conception of the role and value of effective orientation activities.

The four functions which ranked lowest on the need for improvement dimension were Social Regulation, Student Records, Student Registration and Academic Regulation. The mean scores were 2.36, 2.73, 2.84 and 2.85 and the standard deviations were 1.08, .92, .99, and 1.01, respectively.

The single function which fell within the not pressing need for improvement range was social regulation. The ISCF defined this function for respondents as those activities of the college designed to maintain policies, procedures and regulations for control of social behavior. This function's ranking on the scope dimension indicated limited implementation. It ranked ninth in quality with a mean score of 3.08. The scope dimension suggested an absence of concern with social regulation of students. The twenty-first rank on the need for improvement dimension lent credence to the interpretation that the colleges did not consider this function a major responsibility. Comments from counsellors and instructors alike tended to support this contention.

The student records function was defined as a strictly clerical activity. The mean score of 2.73 and a twentieth rank on the need for improvement dimension suggested little demand for immediate attention. The fact that the performance of this function affected few of the respondents directly may have accounted for the low need for improvement ranking. Only when a serious malfunction in the performance of the student records function occurred and affected a number of college staff would an urgent or strong perceived need for improvement be expected. The fifth place rank on scope and seventh place rank on quality were in keeping with the relatively low perceived need for improvement.

The student registration function, with a mean score of 2.84, ranked nineteenth on the need for improvement dimension. Student registration, a function which affected all students, was a process oriented function and had little effect on individuals in the two respondent groups. Only when that process was interrupted would it have become a more general staff concern. The first place rank on the scope dimension and the fourth place rank on the quality dimension was in keeping with the relatively low rank on the need for improvement dimension.

Academic regulation, with a mean score of 2.85, ranked eighteenth on the need for improvement dimension. Like the social regulation function, an orientation toward controlling students was inherent in the description of this function. Also, as with the responses to the social regulation function, responses to the academic regulation function seemed to indicate a rejection of the control orientation. This function ranked twelfth in scope and eighth in quality. The relatively low need for improvement ranking suggested a perception that this function was being performed as it should be.

The need for improvement dimension profile failed to identify any functions that were perceived as demanding either urgent or strong need for improvement. The apparent relationship between career information and graduate placement continued on this dimension ranking 2 and 3.5, respectively. The possible relationship noted between student induction and group orientation appeared to continue with rankings of 1 and 5. The 3.5 rank of student personnel evaluation was in keeping with the relatively low rankings for this function on the scope and quality dimensions.

DEVELOPMENTAL FACTORS

Fourteen factors that could enhance or impede the operation and development of student service programs were presented with the Inventory of Selected College Functions. They were included in an attempt to determine the kinds of forces which were perceived as having a positive or a restrictive impact on the student service program. The possible relationship that any given factor would have to a given function or series of functions was not readily apparent. However, some possible relationships were identified.

Respondents were asked to rate the impact of each of the fourteen factors on a five-point scale between very positive and very restrictive. Discussions with respondents suggested that they experienced slightly more difficulty with this section than with the response categories for the basic twenty-one functions. The number of responses to this section varied between one hundred and forty-six and one hundred and forty-seven. There was also less apparent relative agreement among the total group of respondents as measured by standard deviations ranging from .84 to 1.28. The summary profile for the developmental factors is presented in Table 7.

Four of the developmental factors generated mean scores within the generally positive range. The factor which ranked highest in terms of positive impact was Professional Competency of Staff. The mean score for this factor was 4.08 with a relatively low standard deviation of .84. This was the highest system-wide mean score for all seventy-eight of the variables examined in the study. This factor referred specifically to the professional competency of the student service staff and the mean score suggested that the student service professional staffs were perceived as being professionally competent.

The second highest ranked developmental factor that was also perceived as having a generally positive impact on the student service program was Staff Cohesiveness and Cooperation, with a mean score of 3.75 and a standard deviation of .99. The multiplicity of overlapping responsibilities of student service staff members discussed in Chapter 4 suggested that this was a particularly important factor. The relatively small number of professional student service staff members and their day to day physical proximity to each other also might have contributed to this positive rating.

Support from Faculty rated third in terms of positive impact on the development and operation of the student service program. The mean score for this function was 3.68 and the standard deviation was .98. This factor may have indicated perceived faculty interest, if

Table 7

Ranked Means and Standard Deviations of System-Wide Rating of Developmental Factors
N = 147

Factor	Mean	Rank	S. D.
1. Physical Facilities	2.60	14.0	1.28
2. Equipment	2.90	13.0	1.04
3. Clerical Assistance	3.39	9.0	1.02
4. Size of Staff	3.07	11.0	1.05
5. Holding Power for Staff	3.46	7.0	.93
6. Clarity of Institutional Goals and Objectives	3.43	8.0	1.22
7. Support from Administration	3.60	4.0	1.23
8. Support from Faculty	3.68	3.0	.98
9. Clarity of Staff Roles	3.29	10.0	.98
10. Response of Students	3.49	5.0	.93
11. In-Service Training	2.97	12.0	1.04
12. Workable Ideas	3.48	6.0	.92
13. Professional Competency of Staff	4.08	1.0	.84
14. Staff Cohesiveness and Cooperation	3.75	2.0	.99

not active participation, in student services. The possibility of an adversary relationship between non-instructional and instructional personnel (i.e., student service workers and faculty) was suggested by the interview data. This possibility will be explored when the differences between groups are examined in Chapter 6.

Support from Administration with a mean score of 3.60 also fell within the generally positive range. Relative agreement on the impact of this factor was considerably lower than the first three generally positive factors with a standard deviation of 1.23, the second highest of the study. Interview data also tended to indicate that there was apparent disagreement on this factor both between groups and among colleges.

The remaining ten developmental factors had mean scores within the equally balanced range. Within this range, the three lowest rated factors were Physical Facilities, Equipment and In-Service Training. Physical facilities ranked fourteenth of the developmental factors with a mean score of 2.60 and a standard deviation of 1.28. This standard deviation was the highest of the study and suggested that this item was the one upon which there was the least agreement among respondents. Many of the colleges were experiencing crowding problems which may have accounted for this very low rank. The actual quality of the several physical plants varied from modern spacious educational facilities to very old overcrowded facilities which were never designed for college occupancy.

Equipment, meaning the presence or absence of sufficient hard and software considered important to the educational process, ranked thirteenth among the developmental factors. The mean score for this item was 2.90 and the standard deviation was 1.04. Although this score fell within the equally balanced range its relatively low rank suggested that this may have been an area that required attention.

A review of the scope, quality and need for improvement scores for the in-service education function provided an indication that the twelfth place rank for the in-service training factor was highly consistent. The scope score for the function was 2.51 indicating the lowest rank in the moderate scope range. A mean score of 2.71 and a rank of twenty in the quality category, combined with a need for improvement score of 3.23 and an eighth place rank, tended to support the twelfth place rank in the developmental factor category.

TOTAL PROGRAM RATING

The final item which respondents were asked to complete was an overall rating of the student service program in their college on a five-point scale of very good, good, satisfactory, poor or very poor. One hundred and forty-seven respondents completed this item.

Table 8 presents the mean rating scores and the rank for each college student service program. The system mean is also presented. Colleges 1 and 5 fell within the good range with mean scores of 3.64 and 3.53, respectively. College 2 approached the good range with a mean score of 3.48. One college fell within the poor rating range with a mean score of 2.24. The system-wide mean score with the balance of the institutional mean scores fell within the satisfactory range. No programs approached either the very good or the very poor rating ranges. The mean score from all institutional respondents and all system respondents was taken as reflecting institution and system-wide perceptions. Without exception, these scores suggested that student service programs could bear improvement.

Table 8

System-Wide Rating of Student Services by College

College	1	2	3	4	5	6	7	8	9	System
Mean	3.64	3.48	3.03	3.19	3.53	3.33	3.40	2.24	2.95	3.21
Rank	1	3	7	6	2	5	4	9	8	

SUMMARY

The registration, counselling and pre-college information functions were perceived by respondents on a system-wide basis to be the broadest in scope of the basic student service functions. Those perceived as being limited in scope included educational testing, social regulation, student personnel evaluation, group orientation and student induction. Two other functions bordering on the limited scope range were in-service education and graduate placement.

Of the basic functions only counselling received a score within the good quality range. The pre-college information function ranked second followed by applicant consultation. Student personnel evaluation, in-service education and student induction ranked lowest in quality. The mean scores from twenty of the functions fell within the satisfactory quality range.

Not one of the basic functions on a system-wide basis was perceived as requiring either urgent or strong need for improvement although the student induction, career information, graduate placement and student personnel evaluation functions approached the strong need for improvement range. Only one item, social regulation, fell within the not pressing need for improvement range. Social regulation was followed in order by student records, student registration and academic regulation. Twenty of the twenty-one functions were perceived as requiring moderate need for improvement.

Professional competency of staff, staff cohesiveness and cooperation, support from faculty and support from administration were perceived as having a generally positive effect on the operation and development of the student service program. The remaining developmental factors were seen as exerting equally balanced influences. Physical facilities, equipment and in-service training were perceived as being the most restrictive. Two colleges rated their student service programs as good while one college rated its program as poor. The remaining colleges rated their student service programs as satisfactory. The system-wide mean score also fell within the satisfactory range.

Functions which ranked lowest on the scope and quality dimensions were generally perceived as requiring the greatest need for improvement. There appeared to be relationships between graduate placement and career information, and between student induction and group orientation. A third possible relationship occurred between social and academic regulation on the need for improvement dimension.

System-wide profiles tended to mask many important institutional and group differences. Identification and examination of these differences are the subjects of the following chapters.

Chapter 6

VARIATIONS BETWEEN GROUPS

When the scores of the instructional and non-instructional groups were combined to generate a composite score for an institution or the system, important differences between group responses were obscured. This chapter presents a system-wide, item by item summary of those functions and factors on which differences between group means were statistically significant at the .05 level. The sets of means on which comparisons were made were from the system-wide responses on each item for each group. Nineteen of the seventy-eight items showed statistically significant differences between mean group scores. Several others approached but did not attain the .05 level. Twelve of the nineteen exceeded the .01 level of significance. Five statistically significant differences appeared on the scope dimension, seven on the quality dimension, three under need for improvement, and three among the developmental factors. The final difference occurred in the overall program rating. Means, F Ratios and probabilities were entered for each item on which statistically significant differences were obtained.

DIFFERENCES IN SCOPE

The five functions on which statistically significant differences between means were noted in relation to the scope of the function were: pre-college information, applicant consultation, student registration, student counselling and financial assistance. The group means, the F Ratios and the probabilities for these functions are presented in Table 9. Without exception, non-instructional personnel rated the perceived scope of these functions as broader than did instructional respondents.

The Pre-College Information function was defined for respondents as those activities of the college designed to communicate with prospective students as well as those individuals closely related to the students (e.g., teachers, family members, etc.) and, through such communication, to encourage post-high school education. Describing educational opportunities, explaining requirements and identifying sources of possible student assistance were all activities associated with the performance of this function.

Non-instructional personnel rated pre-college information as a broadly implemented function. Their mean score was 3.82. Instructional personnel perceived this function as less broadly implemented with a mean s[illegible] of 3.32. The statistical probability that this difference could have occurred by chance was .0003.

There were many possible explanations for this difference in perception. It may have been, in part, the result of the fact that few faculty members actually engaged in the performance of this function and were therefore poorly informed concerning the actual breadth of pre-college information activities. Another possible explanation was that instructional personnel were receiving feedback from entering students that suggested an absence of adequate pre-college

Table 9

Analysis of Variance: Scope of Basic Functions
Variation between Groups

Group	N	Mean	F Ratio	Probability
Function: Pre-College Information				
1. Non-Instructional	60	3.82	13.20	0.0003
2. Instructional	88	3.32		
Function: Applicant Consultation				
1. Non-Instructional	60	3.73	11.37	0.0008
2. Instructional	88	3.24		
Function: Student Registration				
1. Non-Instructional	60	4.05	21.78	0.0000
2. Instructional	88	3.44		
Function: Student Counselling				
1. Non-Instructional	60	3.92	18.12	0.0000
2. Instructional	88	3.32		
Function: Financial Assistance				
1. Non-Instructional	60	3.48	6.98	0.0090
2. Instructional	88	3.01		

information concerning program requirements, assistance and college expectations. Whatever the reasons for the discrepancy between group perceptions, the fact that there was a difference suggested that the pre-college information function required future examination.

The Applicant Consultation function referred to those activities of the college designed to schedule and conduct conferences with applicants who might seek or need staff assistance. The subjects of this consultation might be varied but included admissions questions, anticipated problems in attending college, selection of educational objectives or selection of courses to fulfill particular requirements. The ability to perform this function carried the assumption that the consultant was familiar with test material and interpretation, was knowledgeable concerning program requirements and had sufficient information concerning the applicant to assist him or her in making accurate and wise educational choices from among several alternatives.

Non-instructional personnel perceived this function as being broadly implemented with a mean score of 3.73, while instructional personnel responses produced a mean score of 3.24 that indicated a perceived scope of moderate. The statistical probability that this difference could have occurred by chance was .0008.

The fact that this function was, in some colleges, performed by instructional personnel as well as counsellors and program planners obscured rather than illuminated possible reasons for the difference in mean scores. It was possible that faculty were less knowledgeable concerning the performance of this function than were non-instructional personnel. It was also possible that they were in a better position to comment on scope given their daily contact with students. In small institutions it was quite possible that instructional personnel were very well informed. Interviews with faculty suggested that they believed this to be the case.

Student Registration, which ranked as the most broadly implemented function on a system-wise basis, was defined as encompassing activities designed to officially register students, to gather demographic data, to expedite academic regulations and to initiate and maintain records. This clearly administrative and clerical function probably received little notice unless there were pressing problems associated with the performance of the function. The responses of the two groups were both generally positive but suggested different perceptions of scope. It should be noted that instructional personnel were involved only marginally, if at all, in the performance of this specialized function.

Non-instructional personnel rated the scope of this function 4.05 and instructional respondents rated it 3.44. The probability of this difference in means occurring by chance was considerably below .0001.

The fact that instructional personnel were constantly providing input in the form of grades and reports and receiving output in the form of schedules and reports seemed to add some credence to their mean response. The more functional involvement of non-instructional personnel also placed them in a good position to comment on scope. The relatively high scores by both groups may also have derived from the fact that the position of registrar, as that of counsellor, was highly visible and was present (sometimes under a dean title) in all institutions.

The system-wide combined scores for Student Counselling indicated that this function was perceived as the second most broadly implemented of the twenty-one basic student service functions. In the discussion of this system-wide ranking it was suggested that this perception might have indicated a system-wide commitment to counselling or that the ranking might have been the result of the visibility of the counsellor position and the fact that it was an organizational title common among all institutions. In short, it was relatively easy to associate the functional description of student counselling with persons and offices while, with the exception of the registrar, it was difficult to associate either specific persons or offices with the performance of the remaining functions.

The scope of the student counselling function was perceived differently by the two respondent groups. Non-instructional personnel, as a group, perceived the function to be broadly implemented with a mean score of 3.92. Instructional personnel perceived it as being only moderately implemented at 3.32. Both groups were in relative agreement on their rankings with respective group standard deviations of .72 and .88. The statistical probability that the observed difference between the two means could have occurred by chance was extremely small at 0.00004.

While counsellors were involved in the performance of the activities associated with many of the basic functions, the ISCF definition of student counselling emphasized four specific activities:

assisting students who seek or need help in formulating vocational or educational goals; helping students to clarify their basic values, interests, attitudes and abilities; identifying and resolving problems which might be interfering with educational progress; and identifying appropriate sources of assistance for solving more intense personal problems. Non-instructional personnel perceived the counsellors as offering these services on a broad basis. Instructional personnel appeared to disagree, suggesting that only some of these services were really available to students who wanted or needed them.

Given the overall system rank and a community college model which emphasized counselling, this rather wide difference in the perceived scope of the student counselling function seemed to be an area requiring further study. The key may have been in the words want and need. It may have been true that students who wanted this assistance and came forward for it received the desired help. There may have been other students who instructional personnel perceived as needing help but who, for some reason, were not receiving it.

The final function to generate a statistically significant difference between the mean scope scores of the two groups was Financial Assistance. The mean scores of both groups placed this function within the moderate scope range. As in the case of the preceding functions, non-instructional personnel rated the scope of the financial assistance function higher than did instructional personnel. The mean score of the non-instructional group was 3.48 and the mean score of instructional personnel was 3.01. The probability of this difference occurring by chance was 0.009.

The financial assistance activities of the colleges were largely standardized across all institutions. The primary source of assistance was the Canada Student Loan Program. Additional assistance was also available in some cases from Canada Manpower, social assistance and local scholarships.

The description of the finanacial assistance function supplied in the ISCF was brief and differed from the basic processes performed by the colleges in that it included in the description a conscious effort toward the identification of and placement of students in part-time jobs. This did not appear to be an area of emphasis among the several colleges. It should be noted as well that few colleges used the financial aid application process to its potential as a process for general needs identification. In many institutions it was primarily a clerical function and one to which little professional attention was devoted.

DIFFERENCES IN QUALITY

The differences between the means of perceived quality of the basic student service functions of the two groups were found to be statistically significant on seven functions. In each case, non-instructional personnel rated the quality of function performance higher than did instructional respondents. Four of the observed differences found to be statistically significant were also significantly different on the scope dimension: pre-college information, applicant consultation, student registration, and student counselling. The remaining three functions on which differences in perceived quality were statistically significant included educational testing, applicant appraisal and academic regulation. The mean scores were derived from sixty non-instructional and eighty-eight instructional responses. The means, F Ratios and probabilities for the seven functions are presented in Table 10.

Non-instructional personnel rated the Pre-College Information function as good in quality with a mean score of 3.65. Instructional personnel rated the quality of this function as satisfactory. The mean score for instructional respondents was 3.22. The probability that this difference could have occurred by chance was 0.0024. The combination of the two group scores resulted in a second place system-wide quality ranking among the basic functions.

Neither of the group scores suggested this as an area of pressing concern. The occurrence of differences on both the scope and quality dimensions indicated the need for examination. As was suggested earlier, the differences may have resulted from degrees of involvement by each of the groups or from the perceptions of instructional personnel that the function was not as broad nor as good as it should be.

The Educational Testing function, which ranked among the lowest in quality on a system-wide basis, obtained relatively low quality scores from both groups. This suggested that the testing that was done was not perceived as being done well or perhaps that the results were either not used or not used effectively. The definition of the educational testing function presented in the ISCF implied that the effective performance of this function could be useful to students, counsellors and instructors alike. The differences between the two

Table 10

Analysis of Variance: Quality of Basic Functions
Variation between Groups

Group	N	Mean	F Ratio	Probability
Function: Pre-College Information				
1. Non-Instructional	60	3.65	9.54	0.0024
2. Instructional	88	3.22		
Function: Educational Testing				
1. Non-Instructional	60	3.03	4.60	0.0338
2. Instructional	88	2.70		
Function: Applicant Appraisal				
1. Non-Instructional	60	3.30	8.83	0.0035
2. Instructional	88	2.85		
Function: Applicant Consultation				
1. Non-Instructional	60	3.67	12.89	0.0004
2. Instructional	88	3.18		
Function: Student Registration				
1. Non-Instructional	60	3.55	5.36	0.0221
2. Instructional	88	3.16		
Function: Student Counselling				
1. Non-Instructional	60	3.93	18.68	0.0000
2. Instructional	88	3.36		
Function: Academic Regulation				
1. Non-Instructional	60	3.32	5.13	0.0251
2. Instructional	88	2.97		

sampled groups might be a measure of relative usefulness of the testing function as perceived by each group.

The non-instructional mean score on the quality of the educational testing function was 3.03 while instructional personnel produced a mean score of 2.70. The probability of this discrepancy occurring by chance was 0.0338.

Applicant Appraisal, as a function designed to obtain, organize and appraise significant background information for each student, was perceived by non-instructional respondents as reflecting satisfactory quality. Their mean quality score on this function was 3.30. Instructional personnel also saw the quality of the performance of this function as satisfactory, but less so. The mean score for all instructional personnel was 2.85. The probability that this difference in means could have occurred by chance was 0.0035.

As a function that was performed almost exclusively by non-instructional personnel, it was probable that the lower mean score generated by instructional personnel was the result of their perception of the effectiveness of the results rather than a direct measure of the quality of the process of appraisal itself. The performance of this function seemed to be largely routine. Appraisal of academic admissibility was cursory in view of the "open-door" commitment. Very little information seemed to be available relating to a student's probability of success. Finally, it appeared that placing restrictions on an entering student, as suggested in the description in the ISCF, was relatively unusual. However, the gathering of additional information might have been useful in promoting student development.

Applicant Consultation referred to the processes by which the college met with students (individually or in small groups) to deal with admissions questions, program questions, personal and career objectives and any other problems anticipated as a result of college attendance. In a sense this was both an orienting and a counselling function. Several colleges, throughout the system, required a pre-enrollment interview which was designed to deal specifically with the activities subsumed under this functional description. Usually this function was performed exclusively by the counselling staff in a very limited time framework.

Non-instructional personnel perceived the quality of the performance of this function as good with a group mean score of 3.67. The instructional personnel group mean score of 3.18 suggested a perception of satisfactory performance. The probability of this difference occurring by chance was 0.0004. The difference may have emanated from the relative degrees of involvement of the two groups or from a basic difference in the perception of the value of the function to students and to the institution. Interview data suggested that many college personnel, both instructional and non-instructional, assumed a certain level of maturity among entering students that would obviate the need for any "special care" activities.

If the above assumed maturity level was as prevalent as it appeared to be from the number of instances it arose in the interviews a basic divergence from the "Student Personnel Point of View" was operative. In essence, this view affirms that individual differences are to be expected and planned for. More recently, researchers (O'Banion, 1972) have noted that it cannot be assumed that all students have reached some hypothetical state of maturity that allows for routine programming and treatment.

Applicant consultation, together with student induction, was the first step in responding to perceived as well as articulated student needs. Given the discrepancy in scores between the two groups and the fundamental nature of this function, it appeared to be an area demanding further study and definition.

The Student Registration function, which produced statistically significant differences between group mean scores on the scope dimension, also produced means on the quality dimension which proved to be significantly different. As in the case of scope, non-instructional respondents perceived the quality of the function to be higher than did instructional personnel. The non-instructional group mean of 3.55 placed the quality of the performance of the student registration function within the good quality range while the instructional mean score of 3.16 indicated a perception of satisfactory quality. The level of significance of this difference was 0.0221.

It was suggested during the discussion of the difference observed for this function on the scope dimension that both groups had enough contact with the performance of student registration to comment at some length on both scope and quality. It was further suggested that few respondents held either positive or negative value positions relative to this function unless, for some reason, the routine activities associated with the function failed to operate. In view of these observations, it was unlikely that either rating of quality (non-instructional or instructional) implied anything more than an impersonal perception of current operations. Ranking nineteenth on need for improvement on a system-wide basis, the student registration function did not appear to be a matter of either institutional or system-wide concern. In this case, the difference between the two group means may have been an indication of occupationally oriented biases.

The Student Counselling function, on a system-wide basis, appeared to be central to student service operations with a first place quality rank, a second place rank in scope and a fifteenth place rank on the need for improvement dimension. The perceived quality of this function was quite positive relative to the other functions. However, instructional personnel, system-wide, rated it 3.36 in terms of quality of performance. This satisfactory rating was balanced by a 3.93 rating by non-instructional personnel. The chances that this difference in group mean scores could have occurred by chance was below 0.0001. It was reasonably safe to assume that any given sample of instructional and non-instructional respondents from these colleges would have produced similar results.

Counselling, a foundation of the community college, appeared to be of critical importance. An examination of this difference of quality perceptions must be a paramount concern. The difference between the group means for counselling on the scope dimension lent further support to this contention. The group means for need for improvement of the student counselling function did not achieve the

.05 level of significance in difference. However, instructional personnel rated the need for improvement higher (3.08) than did non-instructional personnel (2.77). Thus, across all three dimensions, there was a discrepancy in the perceptions of the two groups.

The seventh function on the quality dimension which produced a statistically significant difference between the group mean scores was the Academic Regulation function.

This function was defined as those activities of the college designed to establish and maintain academic policies, procedures, and regulations that foster attainment of institutional objectives and commitments. While there was disagreement among the college staff interviewed as to whether the establishment of academic policies and procedures was indeed a student service function, there was more agreement concerning the application of sanctions for the violation of policies. The expedition of probationary policies and the evaluation of graduation eligibility were seen as non-instructional activities. For the purpose of the Inventory of Selected College Functions it was necessary to define the student service role in academic regulation as the expedition of policies set down by the college as a whole.

Once again, non-instructional personnel rated the quality of the performance of this function higher than did instructional personnel. Both group mean scores suggested satisfactory quality with the mean score of the non-instructional group at 3.32 and of the instructional group at 2.97. The probability of this difference occurring by chance was 0.0251.

These scores suggested that instructional personnel would like to see a better performance of the expedition of existing policies and regulations. However, neither group indicated either urgent or strong need for improvement. The instructional personnel's mean score of 2.42 indicated a not pressing perceived need for improvement while non-instructional personnel perceived the need for improvement as being well down in the not pressing range with a group mean score of 2.28.

DIFFERENCES IN NEED FOR IMPROVEMENT

The system-wide profiles presented in the preceding chapter showed that not one of the basic functions was perceived as evidencing a strong need for improvement. Taken from the perspective of group mean scores a slightly different picture emerged. Non-instructional personnel actually rated five of the basic functions in the strong need for improvement category. These functions were student induction, group orientation, career information, graduate placement and student personnel evaluation.

Instructional personnel did not rank any items within the strong need for improvement range although four mean scores approached the strong need for improvement range. These included two which were rated within the strong need for improvement category by the non-instructional group, career information and graduate placement. The two others which approached the strong need category as reflected by the group mean scores of instructional personnel were pre-college information and program articulation.

Statistically significant differences between the mean scores of the two groups were observed for three items on the need for improvement dimension. These were the group orientation, co-curricular activity and program articulation functions. The group mean scores, F Ratios and probabilities are presented in Table 11. In each case there were sixty non-instructional respondents and eighty-eight instructional respondents.

As was noted earlier, non-instructional respondents perceived a strong need for improvement of the Group Orientation function. The group mean score for this function was 3.63. Instructional personnel perceived only moderate need for improvement with a group mean score of 3.17. The probability that this difference could have occurred by chance was 0.0027.

The data from interviews with non-instructional personnel supported the perception of a strong need for improvement in that virtually every counsellor interviewed expressed a desire to be more involved in the development and organization of group activities. Orientation was not seen as an introductory, one-meeting activity, but rather as an ongoing group interaction process. Few of the persons interviewed felt that a term-long orientation course should be mandatory.

It appeared from the moderate need for improvement rating that the teaching faculty were not greatly concerned with the improvement of this function. The score did not suggest that they would oppose efforts in this direction. It was not clear from rating scores or interview data whether instructional personnel would actively

Table 11

Analysis of Variance: Need for Improvement of Basic Functions Variation between Groups

Group	N	Mean	F Ratio	Probability
Function: Group Orientation				
1. Non-Instructional	60	3.63	9.33	0.0027
2. Instructional	88	3.17		
Function: Co-Curricular Activity				
1. Non-Instructional	60	3.23	5.30	0.0229
2. Instructional	88	2.97		
Function: Program Articulation				
1. Non-Instructional	60	2.92	6.09	0.0148
2. Instructional	88	3.37		

support and participate in the planning and execution of a group orientation program.

The Co-Curricular Activity function generated mean scores from both groups which suggested a perception of moderate need for improvement. However, non-instructional personnel rated need for improvement higher within the moderate range at 3.23 than did instructional personnel with a mean score of 2.97. This proved to be a statistically significant difference between means at the .05 level.

This function was defined for respondents as those activities of the college associated with the development of cultural, educational and vocational opportunities which supplement the classroom experience of students. It would have been helpful if the definition had been expanded to include both intramural and intercollegiate sports programs as this seemed to be the one common area of co-curricular activity. The function remained vital in spite of this omission with its emphasis on activities that supplemented classroom experience.

The system-wide mean scores for the scope and quality of this function were 2.82 and 3.04, respectively, indicating moderate scope and satisfactory quality. Non-instructional personnel rated the scope of the function 2.70. Instructional personnel rated the scope 2.87. The respective quality scores were 3.03 and 3.05. Neither group perceived more than moderate need for improvement.

Given the student service orientation to the development of the whole person, the need for improvement scores were difficult to interpret. The scores may have indicated a lack of interest by the groups or they may have reflected a recognition of the extreme difficulty of arranging co-curricular activities for commuter students.

A significant difference between the mean scores of the two groups was also found in the perception of the need to improve the Program Articulation function. This function referred to those activities of the college designed to foster cooperative efforts of staff members among various divisions or departments. One purpose of developing college-wide cooperation was to facilitate the integration of the total educational experience of students. Traditionally, the foundation of success of the program articulation function rested on effective communication between all groups, departments and divisions. In effect, the responses to this function indicated the degree to which student service personnel were perceived to communicate their programs, purposes and goals to other college personnel.

A review of the scope and quality ratings of this function on a system-wide basis suggested moderate scope and satisfactory quality. Non-instructional personnel viewed the need to improve the performance of this function as moderate with a group mean score of 2.92. While still within the moderate need for improvement range, instructional personnel viewed the need as slightly higher at 3.37. The probability that this difference in means could have occurred by chance was 0.0148.

Most of the colleges seemed to depend on informal communication as a means of program articulation. Two factors which may have exercised a salutary effect on this communication were the classification of counsellors as faculty and the relatively high organizational placement of the dean or director of student services (in one case the chairman of counselling). The effectiveness of this communication also depended on the ability of spokesmen from student services to articulate departmental or divisional goals and programs. Finally, it was essential that all parties sincerely desired information concerning the functioning of other organizational parts. Too often this desire appeared to be of only marginal strength.

DIFFERENCES IN DEVELOPMENTAL FACTORS

Statistically significant differences between group means occurred on three of the fourteen developmental factors. In all three cases the mean scores fell within either the equally balanced or the generally positive ranges. The summary of these differences with F Ratios and probabilities is presented in Table 12.

Holding Power for Staff referred to the ability of the college, through salaries, general satisfaction and working conditions to retain its staff members. In a time of an ever decreasing range of mobility options in education, this factor was less likely to reveal internal institutional concerns than in a time when job mobility was high due to shortages of qualified personnel. Responses from sixty non-instructional personnel produced a group mean of 3.63 which suggested that holding power for staff was a generally positive factor on the development and operation of the student service program. Eighty-six instructional personnel produced a group mean of 3.34 which suggested a perception of equally balanced impact. The probability of this difference between the two means occurring by chance was 0.0123.

Table 12

Analysis of Variance: Developmental Factors
Variation between Groups

Group	N	Mean	F Ratio	Probability
Factor: Holding Power for Staff				
1. Non-Instructional	60	3.63	6.44	0.0123
2. Instructional	86	3.34		
Factor: Support from Faculty				
1. Non-Instructional	60	3.40	7.13	0.0085
2. Instructional	86	3.88		
Factor: Workable Ideas				
1. Non-Instructional	60	3.65	6.61	0.0112
2. Instructional	86	3.77		

The higher rating of the factor by non-instructional respondents probably reflected job security as well as satisfaction. There was some question as to whether instructional personnel interpreted this factor as applying only to student service staff or as pertaining to themselves as well. Questions from instructional personnel suggested some confusion on the holding power for staff factor.

The second factor which produced a significant difference between group means was Support from Faculty. This factor was intended to generate a measure of the degree to which each group perceived the faculty (instructional personnel) to be supportive of the student service operation. That they did not agree was in itself significant. In the system-wide profiles, support from faculty was clearly perceived as being a generally positive factor.

Instructional personnel rated their support of the student service program as a generally positive factor with a mean score of 3.88. Non-instructional staff rated faculty support as equally balanced. The mean score for the non-instructional group was 3.40. The probability of this being a chance difference was 0.0085.

The system-wide generally positive rating for this factor might have been related to the desire of instructional personnel to improve the quality of the program articulation function. Perhaps a detailed investigation of actual faculty participation and willingness to be directly involved in the performance of the basic functions would be a productive step toward greater understanding, mutual support and articulation.

The Workable Ideas factor also generated a statistically significant difference between group means. This factor referred to the presence of workable ideas, whatever their source, throughout the college. If all ideas expounded in the name of institutional or student development were perceived as workable, a rating of very positive would be the expected result. Conversely, if most ideas were perceived as being unworkable or merely visionary, a restrictive rating would be expected. For example, the idea that every student should have at least one term of work experience in his chosen field prior to graduation might be a worthy idea but given the available resources and employees it could be quite unworkable. Both groups rated workable ideas as having a generally positive impact on the operation and development of the student service program. The non-instructional group generated a mean score of 3.65 and the instructional group an even more positive mean score of 3.77. The probability of this difference between means occurring by chance was 0.0112. Sixty non-instructional and eighty-six instructional personnel responded to this item.

It is possible that the difference in perception arose from the more intimate association of non-instructional staff with ideas proposed to improve the performance of student services. While the instructional group might have had a general knowledge of proposed ideas related to student services, it was doubtful that they were often directly involved in making the ideas work.

DIFFERENCES IN OVERALL PROGRAM RATING

An effort to draw on the perceptions of both groups concerning the quality of the total student service program was undertaken by asking each respondent to rate his college's student service program on a quality scale between very good and very poor. Reviews of the total system responses produced a mean score suggesting an overall program rating of satisfactory. Although both groups rated the system-wide student service effort within the satisfactory range, there was a statistically significant difference between the two group means. The means, the F Ratio and the probability are summarized in Table 13.

Table 13

Analysis of Variance: Program Rating
Variation between Groups

Group	N	Mean	F Ratio	Probability
Overall Program Rating				
1. Non-Instructional	60	3.48	16.11	0.0001
2. Instructional	87	2.97		

Illumination of the causes for this difference in perception might be found by a closer examination of the differences that were generated between group means on the scope, quality and need for improvement dimensions. The fact that non-instructional personnel rated scope and quality of the basic functions higher than did instructional respondents supported the differences on the overall program rating.

SUMMARY

Nineteen statistically significant differences occurred between group mean scores on the seventy-eight variables contained in the Inventory of Selected College Functions. Five of these occurred on the scope dimension, seven on the quality dimension, three on the need for improvement dimension, and three concerned the perceived impact of developmental factors. Finally, the difference between the group perceptions of the quality of the system-wide student service effort was also statistically significant.

Non-instructional personnel considered the scope of the functions in question to be broader than did instructional personnel. Each of the seven functions on which a difference in the perceived quality was observed was seen as being lower in quality by instructional respondents than by those directly involved with the performance of those functions. This consistent separation of perception on these two dimensions suggested an absence of effective communication and program articulation between the two groups. This possible conclusion was given added weight by the differences between group means on the perceived need to improve the program articulation function. Instructional personnel perceived a greater need to improve the performance of this function than did non-instructional personnel. The two other functions on which differences between the perceived need for improvement occurred (group orientation and co-curricular activity) were perceived as requiring greater need for improvement by non-instructional personnel than by instructional personnel.

Instructional personnel rated both support from faculty and workable ideas more positively than did non-instructional respondents. Group perceptions were reversed concerning the holding power for staff factor. The perception of non-instructional personnel on the rating of the overall student service program was significantly higher than that of instructional personnel. This difference illustrated a discrepancy in perception that suggested an urgent need for further examination. The discrepancy appeared to be as high as any suggested by differences between group perceptions on any single item.

As the system-wide profiles developed in Chapter 5 tended to obscure group and institutional differences so too did the examination of group differences ignore differences among institutional perceptions. An examination of the differences among colleges is the subject of Chapter 7.

Chapter 7

DIFFERENCES AMONG COLLEGES

The system-wide profiles presented in Chapter 5 and the examination of differences between the mean scores of the two respondent groups presented in Chapter 6 portrayed perceptions concerning the scope, quality and need for improvement of the twenty-one basic student service functions. The perceived impact of each developmental factor and the rating of the overall student service program completed the presentation of the system-wide and group perceptions. This chapter examines the differences among the individual colleges as reflected in the college mean score on each of the seventy-eight items that made up the Inventory of Selected College Functions (ISCF).

The method of analysis used in locating these inter-institutional differences was a two-way analysis of variance with Scheffé's multiple comparison of main effects. This analysis presented two solutions or models of comparison among mean scores. The additive model weighted the group means prior to comparison and then calculated the probability that a difference among the multiple college means could have occurred by chance. If the calculated probability was .05 or less, the multiple comparison of means was examined to isolate the pairs of college mean scores that accounted for the observed statistical difference. Given the conservative nature of the Scheffé test, a probability of .10 was accepted as indicating a statistically significant difference between any single pair of college means.

The two-way analysis also calculated a probability that an interaction effect among the values in the cell means was affecting the probability that there was a significant difference between any two institutional means. The interaction effect usually resulted from the divergence of one or two sets of group means in one or two colleges from the pattern established by the remaining seven or eight. Thus, if in seven colleges instructional personnel rated the quality of a given function low and non-instructional personnel rated it high, a possible interaction effect would result where this pattern was reversed in the remaining two colleges. An interaction effect was indicated when the probability of such an effect occurring by chance reached .05 or less.

When an interaction effect occurred and a difference somewhere between a pair of college means was indicated by a .05 or less probability, Scheffé's multiple comparison of unweighted main effects was used in an attempt to isolate the pairs of means which accounted for the indication of a significant difference among colleges.

This chapter presents identified differences among individual colleges under the dimensions of scope, quality, and need for improvement of the basic functions; and differences among colleges concerning the perceived impact of the developmental factors and the overall rating of the student service program.

DIFFERENCES IN PERCEIVED SCOPE

Scheffé's multiple comparison of main effects identified differences between paired means on the scope dimension for five of the twenty-one basic functions. These are summarized in Table 14.

Differences among colleges on the Group Orientation function were observed at the .10 level of significance for three pairs of college means. The first pair of means to indicate a statistically significant difference was from College 1 and College 9. College 1 had a mean score of 3.14 indicating moderate scope. The mean scope of College 9 was 1.48 within the limited scope range. College 2 and College 6 also produced mean scores which were found to be significantly different from the 1.48 mean score of College 9. The mean group orientation scores of Colleges 2 and 6 were 2.71 and 2.75, respectively.

While the scores of Colleges 1, 2 and 6 all fell midway in the moderate scope range and did not indicate either extensive resource commitment or activity, the mean score of College 9 indicated a virtual absence of group orientation activity. The enrollments and size of student service staffs of Colleges 1 and 2 were comparable to those of College 9. All three colleges differed markedly in administrative organization from College 9.

Differences among five sets of college mean scores were observed for the scope of the Student Counselling function. In this case the mean score of College 8 was significantly different from

Table 14

Scheffé Multiple Comparison of Main Effects: Differences among Colleges - Scope

	College	N	Mean	F Ratio	Probability
Function: Group Orientation	1	14	3.14	3.09	0.0031
	9	16	1.48		
	2	22	2.72	2.20	0.0312
	9	16	1.48		
	6	13	2.75	1.82	0.0791
	9	16	1.48		
Function: Student Counselling	1	14	3.86	2.26	0.0268
	8	16	2.72		
	5	15	4.06	3.16	0.0026
	8	16	2.72		
	6	13	4.17	3.60	0.0008
	8	16	2.72		
	7	14	4.03	3.07	0.0033
	8	16	2.72		
	8	16	2.72	2.01	0.0498
	9	16	3.75		
Function: Co-Curricular Activity	1	14	3.50	2.53	0.0134
	8	16	1.91		
	1	14	3.50	1.99	0.0522
	9	16	2.15		
	3	19	3.30	2.16	0.0339
	8	16	1.91		

Table 14 (continued)

	College	N	Mean	F Ratio	Probability
Function: In-Service Education	1	14	2.14	1.82	0.0776
	6	13	3.48		
	2	22	2.30	1.75	0.0912
	6	13	3.48		
	3	19	2.82	1.76	0.0907
	8	16	1.72		
	5	15	3.07	2.13	0.0364
	8	16	1.72		
	6	13	3.48	3.37	0.0015
	8	16	1.72		
	6	13	3.48	2.12	0.0378
	9	16	2.12		
Function: Administrative Organization	3	19	3.42	1.84	0.0752
	9	16	2.37		
	5	15	3.93	2.65	0.0097
	8	16	2.27		
	5	15	3.93	3.19	0.0024
	9	16	2.37		
	6	13	3.55	1.76	0.0890
	9	16	2.37		

the mean scores of Colleges 1, 5, 6, 7 and 9. A mean score of 2.72 for College 8 indicated that the scope of the student counselling function was perceived to be moderate. The five colleges whose mean scores were statistically different from College 8 all perceived the scope of their student counselling function as broad and achieved mean scores that ranged from 3.75 to 4.06.

Although the enrollment of College 8 was roughly equivalent to that of Colleges 1, 7 and 9, College 8 had only one counsellor while each of the other three colleges had two or more. While a statistically significant difference was achieved on these five pairs of means, only one other college perceived the scope of its counselling function as less than broadly implemented.

The Co-Curricular Activity function produced three statistically significant differences between paired college means. The mean score of 3.50 for College 1 was found to be significantly different from the mean scores of Colleges 8 and 9. The third difference occurred between the means of Colleges 3 and 8. The mean score of College 8 was 1.91 and the mean score of College 9 was 2.15.

Respondents from College 1 perceived the co-curricular activity to be broadly implemented while at Colleges 8 and 9 the scope was perceived as being limited. The moderate scope score of College 3 was the second highest in the system. The system-wide mean score of 3.82 suggested that the mean score of College 1 might have reflected a greater deviation from the system-wide average than did Colleges 8 and 9. College 1 ranked co-curricular activity as the sixth most broadly implemented function; the system-wide rank was twelve.

The fourth function on which perceived scope differences among colleges reached statistical significance was In-Service Education. The differences observed on this function were, in part, the result of the relatively high mean score of one college. The mean score of College 6 accounted for four of the six observed differences. Differences were noted between colleges 1 and 6, 2 and 6, 3 and 8, 5 and 8, 6 and 8, and 6 and 9. The lowest mean score of 1.72 was generated by College 8. The next lowest scores of 2.14 and 2.12 were generated by Colleges 1 and 9. The highest mean score of 3.48 was observed in College 6 and it was significantly different from the scores of Colleges 1, 2, 8 and 9. The next highest mean score of 3.07 was observed at College 5 and it was significantly different from that of College 8. The 2.82 score of College 3 was also observed to be significantly different from the mean score of College 8.

The mean score from College 6 was the only one which suggested that the in-service education function was broadly implemented. The scores of Colleges 1, 8 and 9 all fell within the limited scope range. It could be argued that the low scope scores of Colleges 1, 8 and 9 were the result of relative geographic isolation which made travel for in-service education prohibitively expensive. The other relatively isolated college (7) rated in-service education low within the moderate scope range (2.72) and ranked it fifteenth in terms of the scope of the twenty-one functions.

The presence of a moderate rating of College 5 (3.07) was at variance with the interview data from that college. The principal complaint of the staff was that despite a physical proximity to centers which sponsored professional development events, college policies made it difficult to take advantage of these events. The fact that a 3.07 scope score was the second highest in the system also lent credence to the suggestion that professionally broadening experiences for staff should rate highly as an item for further study.

The Administrative Organization function generated statistically significant differences among colleges on all three dimensions. Four such differences were observed on the scope dimension. The first occurred between the mean scores of Colleges 3 and 9. College 3 rated its administrative organization within the moderate scope range with a mean score of 3.42. College 9 rated the scope of the same function as limited at 2.37.

College 5 rated its administrative organization as broad in scope at 3.93. This was the highest mean score in the system and achieved a statistical significance at the .10 level when compared with the mean scores of 2.27 and 2.37 from Colleges 8 and 9, respectively. The final difference in means that achieved statistical significance was between College 6 and College 9. College 6 rated its administrative organization as broad in scope at 3.55.

Colleges 5 and 6 were relatively large institutions with the largest number of student service staff members and clearly defined administrative structures. College 3 also had a relatively large staff and a clearly defined organizational structure.

Colleges 8 and 9 both employed an independent reporting system where there seemed to be little or no coordination of the student service program and individual staff members reported directly to the principal.

The system-wide mean scope score for administrative organization was 3.15. Administrative organization ranked as the seventh most broadly implemented function. For Colleges 5 and 6, respectively, it ranked as the third and sixth most broadly implemented function. For Colleges 8 and 9, administrative organization ranked thirteenth and fifteenth.

In addition to these five functions on which statistically significant differences in scope were observed, the two-way analysis of variance indicated that there were probable differences among colleges on the perceived scope of the following nine functions: educational testing, student induction, student registration, student records, student advising, academic regulation, social regulation, graduate placement and student personnel evaluation. However, the Scheffé multiple comparison of main effects did not identify where the differences occurred.

DIFFERENCES IN PERCEIVED QUALITY

The quality dimension produced indications of differences among colleges on nine of the twenty-one basic functions. The Scheffé multiple comparison of main effects indicated differences between paired means at the .10 level of significance. The paired means, the number of respondents for each college, the F Ratios between variances and the probabilities that differences occurred by chance are presented in Table 15.

There were statistically significant differences in the perception of the quality of the Student Registration function between Colleges 1 and 3 and Colleges 1 and 6. Differences also approached the .10 level of probability between Colleges 3 and 5 and 5 and 6. College 1 rated the quality of the registration function as good with a 4.00 mean score. Colleges 3 and 6 rated the quality of this function as 2.87 and 2.80, respectively, indicating satisfactory quality.

It was difficult to account for these differences objectively. The difference between Colleges 1 and 3 may have been the result of the relative respect accorded to the two persons performing the registration activities. College 6 had what appeared to be a highly organized registration system with sufficient staff and a good deal of intra-institutional cooperation. The fact that College 6 was a multi-campus college might have generated additional registration problems that in turn reflected on the perceived quality of the performance of the function.

The student registration function ranked fourth highest in quality on a system-wide basis with a mean score of 3.32 indicating satisfactory quality. The mean score of College 1 was highest at 4.00 and the 2.80 score of College 6 was the lowest in the system. College 1 ranked student registration as the most broadly implemented of the twenty-one basic functions and College 6 ranked it as the nineteenth.

Table 15

Scheffé Multiple Comparison of Main Effects:
Differences among Colleges - Quality

	College	N	Means	F Ratio	Probability
Function: Student Registration	1	14	4.00	1.88	0.0678
	3	19	2.87		
	1	14	4.00	1.84	0.0745
	6	13	2.80		
Function: Student Records	5	15	3.79	2.63	0.0103
	8	16	2.62		
Function: Group Orientation	2	22	3.18	2.42	0.0176
	9	16	2.01		
	6	13	3.38	2.53	0.0134
	9	16	2.01		
Function: Student Advising	5	15	3.84	1.96	0.0566
	9	16	2.61		
Function: Student Counselling	1	14	3.92	1.79	0.0847
	3	19	2.90		
	2	22	3.45	2.19	0.0320
	7	14	4.53		
	3	19	2.90	1.77	0.0884
	6	13	3.95		
	3	19	2.90	4.65	0.0001
	7	14	4.53		
	3	19	2.90	2.51	0.0142
	9	16	4.03		
	4	19	3.45	2.24	0.0279
	7	14	4.53		
	7	14	4.53	2.55	0.0127
	8	16	3.35		

Table 15 (continued)

	College	N	Means	F Ratio	Probability
Function: Financial Assistance	2 8	22 16	3.80 2.52	2.68	0.0091
	5 8	15 16	3.83 2.52	2.46	0.0161
	6 8	13 16	3.89 2.52	2.55	0.0126
Function: Student Personnel Evaluation	5 8	15 16	3.26 2.05	2.02	0.0478
Function: In-Service Education	3 8	19 16	3.26 1.91	2.71	0.0084
Function: Administrative Organization	1 8	14 16	3.50 1.94	2.55	0.0126
	1 9	14 16	3.50 2.31	1.99	0.0521
	2 8	22 16	3.30 1.94	2.34	0.0217
	2 9	22 16	3.30 2.31	1.74	0.0945
	3 8	19 16	3.20 1.94	2.18	0.0327
	5 8	15 16	3.72 1.94	3.49	0.0011
	5 9	15 16	3.72 2.31	2.82	0.0663
	7 8	14 16	3.55 1.94	3.00	0.0039
	7 9	14 16	3.55 2.31	2.37	0.0201

The Student Records function produced a statistically significant difference between the mean quality score of College 5 and the mean quality score of College 8. College 5 rated the quality of this function as good with a mean score of 3.79 while College 8 rated it as satisfactory with a mean score of 2.62.

The absence of a broadly implemented administrative organization in College 8 combined with the very small number of staff assigned to the student service program might have accounted for the relatively low perceived quality of this administrative function. Because College 8 had only one professional staff member and one clerical assistant to perform all of the activities associated with registration, records, scheduling and information, the low quality rating was not surprising.

The system-wide quality rating for this function was only 3.18 with a quality rank of seventh. College 8 ranked the quality of this function twelfth while College 5 ranked it fifth.

The perceived quality of the Group Orientation function produced differences between the mean scores of Colleges 2 and 9 and Colleges 6 and 9. It should be noted that these same two sets of colleges also produced significantly different mean scores for the scope of the group orientation function. Both College 2 and College 6 perceived the scope of this function to be broadly implemented. While Colleges 2 and 6 did not rate the quality of this function as high as they rated the scope, the perceived quality was higher than the quality of the performance of this function as perceived by respondents in College 9.

Colleges 2 and 6 rated the quality of the group orientation function as satisfactory with scores of 3.18 and 3.38; College 9 rated the quality as poor with a mean score of 2.01. The scores did not indicate good quality in any institution but the low College 9 scores on scope and quality suggested not only little activity but little effort devoted toward that activity. The contention of the counsellors at College 9 that they would like to participate in more group orientation activities suggested that there was some interest in expanding the scope and quality of this function. The fact that College 9 perceived relatively little support emanating from its administration will be discussed under the perceived differences among colleges of the impact of the developmental factors.

The system-wide score for the quality of the group orientation function was 2.89 and ranked fifteenth. Colleges 2 and 6 ranked the quality of the function 9.5 and 5.5, respectively. College 9 ranked it twenty-first or the lowest of all the functions.

The perceptions of the quality of the Student Advising function produced a statistically significant difference between one pair of means. College 5 scored the quality of this function as good at 3.84. College 9 rated the quality of student advising as satisfactory with a college mean score of 2.61.

College 5, with a strong emphasis on counselling in its student service department, ranked the quality of the performance of this function 2.5 of the twenty-one basic functions while College 9 ranked the quality of performance fourteenth. The system-wide sixth place rank indicated a relatively high system-wide perception of quality. The emphasis of this function across colleges was on scheduling students for classes and suggesting study-skill programs. Consequently, it was a largely uniform activity across colleges.

Seven statistically significant differences between pairs of college means occurred concerning the perception of the quality of the Student Counselling function. This relatively large number of differences among colleges relating to a single function was explained in part by the high quality rating of 4.53 given the student counselling function by the respondents in College 7. This high rating produced a statistically significant difference even with colleges that rated their student counselling 3.45. With the exception of Colleges 2, 3, 4 and 8, all of the colleges rated the quality of this function in the good or very good ranges. On a system-wide basis, the student counselling function produced a mean score of 3.59 and rated a first place quality rank.

The differences, as identified by the Scheffé multiple comparison of main effects, were between Colleges 1 and 3, 2 and 7, 3 and 6, 3 and 7, 3 and 9, 4 and 7 and 7 and 8. College 3 stands out as the college which appears with a consistently low rating. The uniformly high ratings by the remaining colleges supported the contention that student counselling was indeed an area of emphasis among the colleges.

The relatively low rating of the quality of student counselling by College 3 was difficult to explain in objective terms. It did not appear to arise from any lack of institutional commitment to the counselling function. This college had a relatively low student to counsellor ratio; the professional competency of staff as measured by responses to the developmental factors mean score was 3.95 indicating a generally positive impact on the student service program. This factor rating was the second lowest in the system. During the visit to this college it was apparent that, in comparison with other college counselling departments, few students were seen in and around the counselling center. During interviews with counsellors at this college, individual staff members expressed what appeared to be the highest degree of directiveness and paternalism found within the system.

The particularly high mean score for the quality of student. counselling in College 7 might have been the result of the self-contained nature of that college campus. Not only did the counsellors hold faculty rank but, by virtue of the physical facilities, they were highly visible to both students and faculty. Counsellors were often out and about in the building drinking coffee with students or faculty or simply visiting in the open area lounges. The counselling center itself seemed to have a fairly constant flow of students and appeared to be designed to provide an informal atmosphere. The practice of student counselling in Colleges 1, 2 and 6 was basically similar to that in College 7 with an obvious orientation to accessibility and informality. College 8 which had an enrollment roughly comparable to Colleges 1, 2 and 7 had only one counsellor, creating a particularly high student to counsellor ratio. The low score from College 8 might also have been a reflection of both administration support and college commitment.

In summary, the reasons for the differences between the extremes of a 4.53 and 2.90 quality rating could have been the result of conscious attempts at visibility and informality and relative institutional commitment to the counselling program.

The perceived quality of the Financial Assistance function produced statistically significant differences between three pairs of means. Colleges 2, 5 and 6 all generated mean scores that proved to be significantly different from the mean score generated by the respondents in College 8. The highest mean score for the quality of the financial assistance function was 3.89 at College 6. When this score was considered together with the 3.80 and 3.83 mean scores of Colleges 2 and 5 it indicated a perception of good quality. The low mean score of 2.52 at College 8 was quite low in the satisfactory quality range.

The relatively high quality scores for Colleges 2, 5 and 6 could well have been the result of the fact that these were the only three colleges that had a designated staff member whose duty it was to act as a focal point in the financial aids application process. All colleges performed this function and had some officer responsible for the review of submitted applications, however, only Colleges 2, 5 and 6 made specific title and budget provisions for a financial aids officer. It was also apparent from the interview data that these three colleges used the financial aids application process as a supplement to the counselling program in identifying student needs. The low quality rating in College 8 was probably the result of the very small staff whose multiple duties appeared to be poorly articulated and coordinated. The British Columbia Department of Education had made provision for a half-time financial aids officer and several colleges planned to add this position in the immediate future.

The quality of the Student Personnel Evaluation function fell within the satisfactory range on a system-wide basis. A difference among individual colleges was observed for one pair of mean scores. College 5 rated the quality of this function as satisfactory with a mean score of 3.26 while College 8 rated the quality as poor at 2.05. The 3.26 score was the only one to fall above 3.00 on the five-point scale. Several colleges in addition to College 8 rated the quality of the student personnel evaluation function in the poor quality range.

Student personnel evaluation as a function of leadership and institutional commitment appeared to be inhibited at College 8 by the independent reporting system employed at that college. Another possible explanation for the low score of College 8 may have been a function of the small staff which was responsible for the performance of virtually every function. Effective evaluation takes time and requires the presence of well defined evaluative criteria. It appeared that both these elements were absent in College 8. Conversely, College 5 had a relatively large staff with fewer overlapping responsibilities, and leadership positions were well defined in the organizational structure. College 5 was also the only college to have produced a research study dealing with some criteria for examining an area of the student service program.

There were no colleges within the system that assayed to conduct a systematic and periodic evaluation of their student service programs. The only consistent activity that suggested evaluation was the periodic assessment of individual staff member performance by supervisors. This appeared to be an area to which all colleges might wish to devote more attention and resources. System-wide, the mean quality score for this function was 2.60 and it received the lowest possible quality rank of twenty-one.

The perceived quality of the In-Service Education function on a system-wide basis had a mean of 2.71 and ranked twentieth in quality of the twenty-one basic functions. A significant difference among colleges was observed on one pair of mean scores. College 3 rated its in-service education activities 3.26 indicating a perceived quality of satisfactory and College 8 rated the quality of this function as poor with a mean score of 1.91.

Partial explanations of this discrepancy could be attributed to the relative isolation of College 8 and a difference in central administrative attitudes to the professional development of student service staff members in the two colleges. It was also possible that the discrepant scores represented a relative satisfaction with the status quo in College 3 and a relative dissatisfaction with existing professional development activities in College 8.

The college quality scores for the Administrative Organization function produced statistically significant differences between nine pairs of college means. Given the three dimensions of scope, quality and need for improvement, this function accounted for more differences among the perceptions of college respondents than any other function in the basic list of twenty-one.

The differences on this quality dimension were largely accounted for by the relatively low quality scores of Colleges 8 and 9. Both rated the quality of their administrative organization of student services as poor with scores of 1.94 and 2.31, respectively. These were the two colleges described in Chapter 4 that employed independent reporting systems. In this form of organization there was no overall coordination of the student service program and all members reported independently to the principal. At least it was assumed that they reported to the principal although it was not always clear to whom they reported after reviewing the internal organization of student services.

The differences in paired means occurred between Colleges 1 and 8, 1 and 9, 2 and 8, 2 and 9, 3 and 8, 5 and 8, 5 and 9, 7 and 8 and 7 and 9. The highest mean score was that of College 5 at 3.72. This college perceived the quality of the performance of the administrative organizational function as good. The remaining high mean scores which were found to be significantly different from those of Colleges 8 or 9 were 3.50 at College 1, 3.30 at College 2, 3.20 at College 3 and 3.55 at College 7.

Colleges 1, 2, 3 and 5 employed an organization for student services which was characterized by the presence of a dean of student services. His responsibility was the coordination of the total student service effort and its articulation with other organizational parts. College 7 employed a dual reporting system where the chairman of counselling and the registrar headed the two student service divisions. The system-wide mean score for the quality of the performance of the administrative organizational function was 3.05 or satisfactory, with a ranking of ten out of twenty-one.

The two-way analysis of variance also indicated that there was a perceived difference among colleges on the Pre-College Information function. However, the Scheffé multiple comparison of main effects between college means did not indicate any single pair of means which achieved significance at the .10 level.

DIFFERENCES IN PERCEIVED NEED FOR IMPROVEMENT

Differences between the mean scores of individual colleges on the need for improvement dimension were observed on six of the twenty-one basic student service functions. A review of the system-wide profiles indicated that no function fell within the strong need for improvement range. A college by college examination suggested that there was some strong need for improvement perceived by individual colleges.

Differences among colleges were noted for the functions of student registration, student records, student advising, student counselling, co-curricular activity and administrative organization. The functions, the number of respondents, the mean scores, the F Ratios between Variances and the probabilities that differences occurred by chance are presented in Table 16.

The need to improve the Student Registration function was perceived differently by Colleges 1 and 6. College 1 rated the

Table 16

Scheffé Multiple Comparison of Main Effects: Differences among Colleges Need for Improvement

	College	N	Mean	F Ratio	Probability
Function: Student Registration	1	14	2.14	1.92	0.0621
	6	13	3.54		
Function: Student Records	3	19	3.29	1.83	0.0767
	5	15	2.07		
Function: Student Advising	4	19	2.60	2.09	0.0409
	9	16	3.83		
Function: Student Counselling	3	19	3.53	2.38	0.0194
	7	14	2.00		
	7	14	2.00	1.96	0.0560
	8	16	3.63		
Function: Co-Curricular Activity	3	19	2.48	1.96	0.0565
	9	16	3.83		
	5	15	2.33	1.97	0.0540
	8	16	3.83		
	5	15	2.33	2.46	0.0160
	9	16	3.83		

Table 16 (continued)

		College	N	Mean	F Ratio	Probability
Function:	Administrative Organization	1	14	2.71	2.05	0.0448
		8	16	4.21		
		2	22	2.64	2.98	0.0041
		8	16	4.21		
		2	22	2.64	2.47	0.0155
		9	16	3.85		
		3	19	2.51	3.45	0.0012
		8	16	4.21		
		3	19	2.51	2.92	0.0049
		9	16	3.85		
		5	15	2.46	2.97	0.0042
		8	16	4.21		
		5	15	2.46	2.51	0.0140
		9	16	3.85		
		7	14	2.78	1.77	0.0885
		8	16	4.21		

need to improve this function as not pressing with a mean score of 2.14 while College 6 perceived the need to improve the student registration function as strong with a mean score of 3.54.

The relatively high perceived need for improvement by College 6 could be the result of problems associated with registration in a two-campus institution where both campuses catered to similar student bodies by offering similar courses and programs. College 1 had started to use a computer in its registration and record keeping procedures. This could account for the lower perception of perceived need for improvement. In addition, College 1 had an enrollment that was considerably smaller than that of College 6.

The system-wide mean score for need to improve the student registration function was 2.84, within the moderate need range. In terms of priority, as reflected by the rank of this mean, the need to improve student registration received a low rank of nineteen out of twenty-one. College 6 ranked the need to improve registration as quite high with a rank of 3.5.

A difference between the paired means of Colleges 3 and 5 was generated by responses to the perceived need to improve the Student Records function. College 3, which also produced a low scope score for student records, rated the need to improve this function at 3.29. This score was within the moderate need for improvement range. College 5 rated the need for improvement not pressing with a mean score of 2.07. Neither score suggested an urgent need for attention. College 5 ranked the need to improve this function at 20.5 suggesting low priority for attention, and

College 3 ranked student records at 8.5 in terms of need for improvement, suggesting a greater need for attention. The low score of College 3 may have been related to the relatively low score this college generated for the student registration function. Both were carried out by the registrar's office and involved extensive record keeping activity.

Respondents in Colleges 4 and 9 produced mean scores which were found to be significantly different for the need to improve the Student Advising function. College 4 perceived moderate need with a mean score of 2.60. College 9 perceived a strong need for improvement with a mean score of 3.83. In both colleges, the student advising function was carried out by the counselling staff. The relatively low need for improvement score of College 4 could have been a result of the assignment of counsellors to particular program areas. This assignment was perceived by the respondents as an effective way of meeting student advising needs. The strong perceived need to improve student advising suggested a need for early attention. The need to improve this function ranked 4.5 for College 9. The need to improve student advising ranked tenth with a mean score of 3.14 for the entire system.

Two sets of means achieved a statistically significant difference at the .10 level concerning the need to improve the Student Counselling function. Colleges 3 and 8 perceived the need to improve the performance of this function as strong with respective mean scores of 3.53 and 3.63. College 7 perceived the need as not pressing with a mean score of 2.00. In the case of College 8, it was likely that this perceived need reflected the need for more staff and the broadening of scope rather than an increase in quality. The quality score for counselling at College 8 was 3.35 which was not far below the system mean on quality at 3.59.

The relatively high need for improvement score of College 3 was consistent with the relatively low score of this college on the quality dimension. However, this was not a function of size of staff as College 3 had one of the lowest student to counsellor ratios in the system. The suggested explanations discussed under the quality dimension apply equally under need for improvement. The ranking given to the quality of student counselling by College 3 was eighteenth and the ranking on need for improvement was second. This appeared to be a pressing concern in Colleges 3 and 8 and one which required investigation. College 7 rated the quality of this function as very good at 4.53 and ranked its need for improvement as very low at 20.5.

The Co-Curricular Activity function produced significant differences between three pairs of college mean scores. Both College 8 and College 9 perceived the need to improve the performance of this function as strong with a mean score of 3.83. The differences occurred between the paired means of Colleges 3 and 9, 5 and 8, and 5 and 9. College 5 generated the lowest need for improvement score on this function at 2.33. College 3 was only slightly higher at 2.48.

Colleges 3 and 5 were located in urban areas where it was less difficult for students to remain after classes for the purpose of participating in co-curricular activities or to participate in off-campus activities offered inthe urban setting. Colleges 3 and 5 had relatively larger enrollments than either College 8 or 9. The relatively low enrollments limiting the availability of student participants and the problems inherent with commuting could have accounted for the perceived need to improve the performance of this function in Colleges 8 and 9. It was further possible that the perceived need to improve the performance of this function in Colleges 8 and 9 was related to a central administration attitude which considered co-curricular student activities an "extra" as little effort was made to support them. Finally, a high need score at these colleges might have reflected the realization by exisiting personnel that student services simply did not command the resources or manpower necessary to effectively organize, develop and maintain a co-curricular activity program.

The final function to generate statistically significant differences among colleges on the need for improvement dimension was Administrative Organization. For this function, high need for improvement scores from Colleges 8 and 9 accounted for all eight of the paired means on which significant differences occurred. The highest need for improvement score of 4.21 was produced by the respondents in College 8. College 9 also perceived a strong need for improvement with a mean score of 3.85. The reasons suggested for the perceived limited scope and low quality of this function in Colleges 8 and 9 also apply as possible explanations for the high need for improvement score. Both organizational and staffing considerations supported this consistent pattern of scoring across all three dimensions.

The paired means on which significance was achieved were for Colleges 1 and 8, 2 and 8, 2 and 9, 3 and 8, 3 and 9, 5 and 8, 5 and 9, and 7 and 8. The respective mean scores of Colleges 1, 2, 3, 5 and 7 were 2.71, 2.64, 2.51, 2.46 and 2.78, respectively. All of these scores, except that of College 5, fell within the moderate need for improvement range. It should be noted that these were the same institutions whose mean scores produced differences with Colleges 8 and 9 on the quality dimension of the administrative organizational function. Thus, the mean scores of these colleges tended to be inversely proportional on all dimensions of this function in relation to the mean scores of Colleges 8 and 9. The most plausible explanation for this pattern appeared to be a function of the organizational structuring and staffing of student services at Colleges 8 and 9. Interview data and the developmental factor scores also suggested that support from administration was not a particularly positive influence on student service program operation.

The system-wide mean score for this function on the need for improvement dimension was 3.03. Without the 4.21 and 3.85 mean scores of Colleges 8 and 9, the perceived need for improvement on a system-wide basis would have been considerably lower. College 8 ranked the need for improvement of this function first and College 9 ranked it third. Only one other college mean score fell noticeably above the system-wide rank of twelve. This was College 6 which ranked the need for improvement of the administrative organization function 6.5.

In addition to the six functions discussed above, the two-way analysis of variance indicated a difference among colleges in responses to the Student Personnel Evaluation function. While this indication was significant at the .05 level, the Scheffé comparison of means failed to identify a difference between any two colleges which was significant at the .10 level.

THE IMPACT OF THE DEVELOPMENTAL FACTORS
DIFFERENCES AMONG COLLEGES

Differences between paired college means were observed on the following three developmental factors: clarity of institutional goals, support from administration and in-service training. The breakdown of the specific pairs of means by factor are presented in Table 17 together with the F Ratios and their associated probabilities.

Three pairs of means resulting in statistically significant differences were observed for the Clarity of Institutional Goals factor. In each case, the mean score of College 9 was one of the paired means. College 9 rated the impact of clarity of institutional goals as generally restrictive with a mean score of 2.37. The mean scores of Colleges 2, 3 and 7 were 3.81, 3.88 and 3.83, respectively, and fell within the generally positive impact range. The score for College 9 was the lowest in the system and could have had bearing on the low scope and quality scores on the basic functions generated by the respondents in this institution.

Interview data and ISCF responses from College 9, particularly from instructional personnel (Chapter 6), suggested that there might

Table 17

Scheffé Multiple Comparison of Main Effects: Differences among Colleges Developmental Factors

	College	N	Mean	F Ratio	Probability
Factor: Clarity of Institutional Goals	2	22	3.81	2.23	0.0289
	9	16	2.37		
	3	19	3.88	2.16	0.0341
	9	16	2.37		
	7	14	3.83	1.90	0.0643
	9	16	2.37		
Factor: Support from Administration	2	22	4.07	1.81	0.0804
	9	16	2.77		
Factor: In-Service Training	4	19	3.68	2.26	0.0263
	8	16	2.13		
	4	19	3.68	1.76	0.0907
	9	16	2.45		

have been a breakdown in communication between the faculty and some of the student service staff. It was also possible that the independent-reporting type organization of student services found in College 9 had acted as an inhibiting factor on both lateral and vertical communication which could, in turn, have reflected on the perceived clarity of institutional goals.

The generally positive rating given this factor by Colleges 2, 3 and 7 might have been the result of more clearly defined organizational patterns which, in conjunction with relatively small enrollments, enhanced communication and understanding of goals.

The system-wide mean of 3.43 for this factor bordered on the generally positive range and achieved a rank of seventh of the fourteen developmental factors. College 9 ranked clarity of institutional goals 13.5 indicating that this (along with the physical facilities factor) was the most restrictive of the developmental factors. Colleges 2 and 3 ranked this factor third and College 7 ranked it fourth. Both were relatively high positive ranks.

The means of Colleges 2 and 9 were significantly different in response to the _Support from Administration_ factor. College 2 rated the impact of this factor as generally positive with a mean score of 4.07. College 9, consistent with its low scope and quality ratings and its high need for improvement score on the administrative organization function, rated support from administration as equally balanced with a mean score of 2.77. Interview data from both non-instructional and instructional staff at College 9 suggested that student services received little support from the administration.

Conversely, the staff at College 2 saw the central administration as very supportive of the student service program.

The system-wide mean of 3.60 for the impact of this factor was within the generally positive range. It was ranked as the fourth most positive in impact. College 9, however, ranked support from administration as tenth of the fourteen factors while College 2 ranked it second.

Colleges 8 and 9 rated the impact of the In-Service Training factor 2.13 and 2.45, respectively; both of these scores were significantly different from the mean score of 3.68 of College 4 on this factor. College 4 was the only college in which specific provision was clearly made for staff in-service training, although the training was not as extensive as the student service staff wished it to be. Once again, the relative isolation of Colleges 8 and 9 could have contributed to the perception of this factor as generally negative. There were few off-campus in-service training opportunities available and fewer still undertaken by the colleges themselves.

System-wide impact of this factor fell within the equally balanced range. However, the system-wide ranking of this factor was twelfth of the fourteen factors.

The two-way analysis of variance indicated that there were potential differences on three additional factors: physical facilities, equipment, and clerical assistance. Although the indicated differences were significant at the .05 level on the two-way analysis of variance, the Scheffé comparisons did not identify any pairs of means where the difference was significant at the .10 level.

STUDENT SERVICE PROGRAM RATING

The final variable on which differences among the nine colleges were identified was the rating of the overall student service program. Respondents were asked to rate the program in their college on a scale between very good and very poor. The summarized differences among pairs of college means are presented in Table 18.

Each difference indicated by the Scheffé comparisons of paired means involved College 8. This institution rated its overall student service program as poor with a mean score of 2.24. The mean scores of Colleges 1, 2, 5 and 7 were significantly different from that of College 8. The highest rating for the system came from College 1 whose respondents perceived their student service program as good with a mean score of 3.64. Colleges 2 and 5 also rated their programs as good with mean scores of 3.48 and 3.53. College 7 rated its program 3.40. It is probable that the low overall program rating was the product of a combination of factors including low budget allocation, a small student service staff, a loosely defined administrative organization and internal conflict among college staff. That internal conflict existed was amply clear from interview data with instructional and non-instructional staff.

SUMMARY

The two functions which consistently illuminated differences among pairs of college means were Student Counselling and

Table 18

Scheffé Multiple Comparison of Main Effects: Differences among Colleges Overall Student Service Program Rating

College	N	Mean	F Ratio	Probability
1	14	3.64	3.09	0.0031
8	16	2.24		
2	22	3.48	2.82	0.0064
8	16	2.24		
5	15	3.53	2.61	0.0186
8	16	2.24		
7	14	3.40	2.31	0.0237
8	16	2.24		

Administrative Organization. Despite the number of perceived differences among colleges, student counselling was rated and ranked consistently high on the scope and quality dimensions. Administrative organization, while not seen as particularly broad in implementation or high in quality, was ranked in the broad scope range by two institutions and in the limited scope range by two others. This was also the case on the quality dimension and accounted for the relatively large number of statistically significant differences between paired means.

Two Colleges, 8 and 9, generated mean scores that appeared in sixty-two of the seventy-four cases where the Scheffé comparisons indicated significant differences between paired means. One or both of these institutions accounted for nineteen of the twenty-one differences examined on the scope dimension, twenty of the twenty-seven which occurred on the quality dimension, thirteen of the sixteen differences on the need for improvement dimension, all six observed differences among the developmental factors and all four on the institutional ratings of the overall student service program.

These two colleges scored consistently low on both scope and quality of the basic functions and consistently high on need for improvement. College 3 appeared five times on the quality and need for improvement dimensions of student counselling. Colleges 1 and 5 generally produced the high scope and quality scores. Occasionally the high scores were produced by Colleges 6 and 7. College 2 appeared only occasionally and each time with relatively high scores. College 6 appeared with relatively low scores on only two functions, student registration and administrative organization. College 4 appeared twice, once with a high score and once with a low score.

The most frequent reasons suggested to account for differences between paired means included differences in administrative organization, support from administration, and a possible absence of institutional commitment to the student service program. Other possible explanations included differences among colleges concerning the clarity of institutional goals, budgetary provisions, size of staff and relative geographic isolation.

Chapter 8

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The Design of The Study

The purpose of the study was to gather descriptive information on the operation of student services in the nine public community colleges of British Columbia. The subproblems included determining the scope, quality and need for improvement of basic student service functions as perceived by the colleges themselves. In addition, an attempt to determine the impact of fourteen developmental factors on the operation of the student service program was made. Finally, the study attempted to identify and describe differences between groups and among colleges.

Two groups of respondents were selected from each of the nine colleges. A non-instructional group was composed of persons having direct responsibility for the performance of the basic student service functions. This group included deans of student services, registrars, counsellors, athletic program coordinators, coordinators of reading and study skills and the principal of the college. The instructional group was randomly selected from the teaching faculty. Each member of the two respondent groups was asked to respond to a seventy-eight item questionnaire. This instrument, the Inventory of Selected College Functions, presented and described twenty-one basic student service functions and asked each respondent to give his impression of the scope, quality and need for improvement of each of the basic functions. Respondents were also asked to give their impression of the impact of each of the developmental factors and to rate the overall quality of the student service program in their college.

The design assumed that the public colleges were exponents of the community college model. They were assumed to be comprehensive and flexible in program, devoted to the development of the individual student and to meeting his needs and, finally, dedicated to making the college experience one which afforded the student a valid opportunity for success. It was further assumed that college student bodies were heterogeneous and displayed a multiplicity of goals, interests, aptitudes, abilities, ages and educational needs. The processes by which the colleges sought to respond to the demands of this heterogeneous population were assumed to be both instructional and non-instructional.

Data Collection and Analysis

Each college was visited to distribute the ISCF and to conduct interviews with members of the non-instructional and instructional groups. A total of forty-four interviews were conducted in the course of the study. A total of one hundred and ninety questionnaires were distributed and one hundred and forty-nine were returned.

System-wide and institutional profiles of scope, quality, need for improvement, the developmental factors and the overall rating of the student service program with mean scores and ranks were constructed as the first step of the analysis. Differences between groups and among colleges were identified by the application of a two-way analysis of variance.

System-Wide Findings

Gordon Campbell (1971) presented what he considered to be the ideal characteristics of a community college. Among these characteristics was "an emphasis on counselling." The perceptions of the respondents from the British Columbia colleges was that counselling was indeed a college, or at least a student service, emphasis. System-wide, this function was rated second of the twenty-one functions in terms of scope and first in terms of quality. It was a function that was highly visible in each of the nine institutions. As defined for respondents in the Inventory of Selected College Functions this activity emphasized personal and social adjustment counselling. Program planning, the consulting of applicants, the appraisal of past academic work and educational testing were all defined in the ISCF as separate functions.

The scope of this function was perceived as broad with a mean score of 3.56. Respondents perceived the quality of this function to be the highest of the twenty-one basic functions. The quality score was 3.59. Given rankings barely within the broad and good ranges, respectively, the mean need for improvement score of 2.59 was somewhat surprising. The fifteenth place ranking on need for improvement did not suggest that it would receive priority for increased attention. Even allowing for one institutional score reflecting a perception of limited scope and strong need for improvement, student counselling remained a system-wide area of emphasis as perceived by college personnel.

The functions which ranked first and third in scope on a system-wide basis were student registration and pre-college information. These functions ranked fourth and second, respectively, on quality. While the pre-college information function could be interpreted as addressing itself to the meeting of needs of prospective students and the community, it could also be defined as a system maintenance function. Student registration as an administrative and largely routine function was also readily identifiable and would, in the absence of particular problems, be perceived as sufficiently broad in scope and satisfactory in quality.

Two other functions with many routine components ranked fourth and fifth in scope. These were student consultation and student records. They were also ranked relatively high in quality, holding third and seventh positions, respectively. The consultation function concerned mainly admission problems and the selection of appropriate courses to meet vocational objectives. The degree to which this function was routine varied from college to college but as all students were admitted and somehow enrolled in classes this relatively high scope rating (3.44) was consistent with similar high ratings for other functions with identifiable routine components. Student records, a strictly routine function, also fell within this category.

The fact that only three functions (student registration, student counselling and pre-college information) were perceived as being broadly implemented on a system-wide basis was perhaps a reflection on the degree of emphasis colleges had given to student services. The fact that only one function, student counselling, achieved a mean score within the good quality range tended to support a conclusion that student services per se were not a major area of emphasis. Related factors that could also bear upon these ratings are discussed in a latter section of this chapter.

Five functions were perceived as being limited in scope. From lowest in rank, these were educational testing, social regulation, student personnel evaluation, group orientation and student induction. The low scope ranking was only important if these functions were also considered essential by the college personnel. A measure of perceived essentiality was provided by the quality and need for improvement dimensions.

Educational testing achieved a satisfactory quality rating but ranked 16.5 of the twenty-one functions. It achieved only a moderate need for improvement score, but ranked sixth among the twenty-one functions in relative need for improvement. The failure to rate need higher might have reflected acceptance of the role that Canada Manpower played in the performance of this function. It was difficult to conceive that this was not considered an essential function in light of the commitment to identifying the needs and aptitudes of a highly heterogeneous student population.

Social regulation achieved a satisfactory quality rating but received the lowest possible ranking on the need for improvement dimension. This need for improvement ranking suggested that both instructional and non-instructional personnel perceived social regulation to be a function that was not within the colleges' sphere of responsibility. The need for improvement ranking further suggested that a service rather than a control orientation for student services in the community college was the more appropriate.

Student personnel evaluation was the function which suggested the necessity of periodically re-examining and evaluating the goals of the student service program and the operational modes through which student needs were identified and met. The quality rating for this function indicated a perception of satisfactory quality. The twenty-first ranking of this function on the quality dimension suggested that little attention was devoted to periodic evaluation and upgrading. The need for improvement dimension reflected only moderate need for improvement and a relative priority for improvement of 3.5 as suggested by the ranked means.

Group orientation, a function which most counsellors indicated they would like to improve, was perceived by respondents to be of satisfactory quality but it received a relative quality rank of fifteen. The need for improvement was once again perceived to be only moderate although it ranked as fifth on the relative need for improvement dimension.

The perceived quality of the student induction function also fell within the satisfactory range but was ranked nineteenth in quality of the twenty-one basic functions. Unlike the other four functions which fell within the limited scope range, student induction achieved a commensurately high need for improvement score.

Although it did not rate strong perceived need for improvement at 3.48, it was ranked first among the twenty-one functions on this dimension. Without an urgent or even a strong need rating it seemed unlikely that the improvement of the performance of this function would command voluntary attention at the present time.

The most conspicuous finding from the system-wide profiles was the absence of the rating of any function within the strong need for improvement range or below the satisfactory range on the quality dimension. The relatively high agreement of respondents, especially on the quality dimension, as measured by the standard deviations, seemed to support the conclusion that this was a commonly held perception.

The five functions most in need of improvement were student induction, career information, graduate placement, student personnel evaluation and group orientation. The five functions that needed the least improvement were social regulation, student records, student registration, academic regulation and applicant consultation.

Both student induction and group orientation dealt with student entry into the college and constituted a single area of concern. Career information and graduate placement also reflected a common concern with planning and fulfillment of occupational and educational goals. The relative rank of the student personnel evaluation function suggested a need to examine both the goals and practices designed to meet students' non-instructional needs.

With the exception of social regulation, the five functions perceived as demonstrating the least urgent need for improvement all contained relatively broad areas of routine activity. That these were perceived as the functions least in need of improvement was consistent with the element of the community college orientation which mandated a concern with the less routine and standardized needs of the individual student. They were process oriented as opposed to person oriented functions (Hershenson, 1970:36).

The developmental factors which were perceived as exercising the most positive influence on student service activities were professional competency of staff, staff cohesiveness and cooperation, and support from faculty. Each of these suggested a common perception that the people involved in either the practice or support of the student service program should have been capable of developing and maintaining an effective program of non-instructional student services.

The system-wide satisfactory rating of the student service effort was probably the product of a number of factors including some not presented to the respondents. While each of the fourteen developmental factors presented in the Inventory of Selected College Functions had an impact, it was also possible that the overall effect of these factors and others, as reflected in the total program rating, was a composite or macro-factor which reflected most accurately the system-wide perception of the current state of affairs.

Findings Related to Group Differences

The examination of the mean scores for each group on each item revealed a number of statistically significant differences. The scope dimension for the twenty-one basic functions produced mean scores for non-instructional personnel which were generally higher than the mean scores of instructional personnel on the same functions.

Non-instructional personnel rated the scope of seventeen functions more broadly than their instructional colleagues. The only functions which the faculty rated as being more broadly implemented were educational testing, student induction, social regulation and graduate placement. This did not suggest that instructional personnel saw the functions as broadly implemented. Both groups, with the exception of the instructional rating on graduate placement (2.58), rated these functions within the limited scope range.

The consistency of differences between group means was even more pronounced on the quality dimension. Instructional personnel rated the quality of only the student induction function more highly than did non-instructional personnel. The co-curricular activity function was perceived as being satisfactory by both groups. Non-instructional personnel rated the remaining nineteen functions higher in quality than did instructional respondents.

The consistent differences in perception on the scope and quality dimensions suggested a more extensive breakdown in the program articulation function than was suggested by the system-wide scope and quality scores of 2.92 and 3.01. Then too, the differences could have reflected the classical perception of an adversary relationship between the teaching faculty and the administration. Whatever the actual explanation might have been, the fact that these scores were different, with one group rating scope and quality higher than the other, suggested a need to examine the basis of the intergroup relationship.

The differences between the group mean scores on the need for improvement dimension were more evenly divided. Instructional personnel perceived a greater need for improvement on eleven of the twenty-one functions, while non-instructional respondents rated the need to improve the remaining ten functions more highly than did instructors.

Non-instructional personnel perceived group orientation, student induction, graduate placement and career information to be the functions most in need of improvement. Although instructional personnel failed to perceive any function as requiring strong need for improvement, they placed the career information, pre-college information, student induction and program articulation functions in the four highest relative positions. Non-instructional personnel as a group seemed concerned with those functions related to student entry while their instructional counterparts shared this concern on only the student induction function. Each group expressed relative concern with the need to improve one of two closely related functions, career information and graduate placement.

There was greater relative agreement between the two groups on the perceived impact of the developmental factors. Non-instructional personnel perceived professional competency of staff, staff cohesiveness and cooperation, and support from administration to be generally the most positive of the fourteen developmental factors. The three factors rated as the most positive by instructional personnel were professional competency of staff, support from faculty and staff cohesiveness and cooperation.

There was also relative agreement as to which of the the developmental factors were generally restrictive. Both groups included physical facilities and equipment as two of the three most restrictive factors. Non-instructional respondents perceived size of staff as one of the three most restrictive factors. Instructional respondents saw in-service training as the third of the three most restrictive.

The statistically significant differences between groups were valuable for two reasons. First, they identified areas where the discrepancy between group perceptions was apparently greatest. Secondly, as possible indicators of weakness in the articulation processes, they suggested explanations for other less obvious differences and manifested possible areas where study was most warranted.

The scope dimension produced five such differences, including pre-college information, applicant consultation, student registration, financial assistance and student counselling. Each of the five received a higher scope rating from non-instructional than from instructional personnel. Three of these, pre-college information, applicant consultation and student registration, were pre-attendance functions. Financial assistance and student counselling were related in that financial assistance advising, in addition to supplying a student with educational funds, could provide a point of departure for counselling and personal development.

Pre-college information, educationl testing, applicant appraisal, student registration, applicant consultation, student counselling, academic regulation and program articulation were the functions which produced significant differences between group means on the quality dimension. Once again, all the higher scores were generated by non-instructional respondents. Five of these were actually pre-attendance functions suggesting this as an area for further attention. The second appearance of student counselling among the significant differences suggested that, despite its relatively high ratings on scope and quality, there was something about this function that required examination. A possible explanation may have been related to the definition of counselling as it was practiced in the colleges. While the ISCF definition suggested an emphasis on personal counselling, interview data suggested that current practice took the form of guidance. The difference on the program articulation function seemed to be an expression by instructional personnel of a desire to be better informed or, at least, to have student services, goals, practices and roles explained more completely.

The need for improvement dimension produced statistically significant differences between means on four functions. The high scores for these four sets of means were split evenly between instructional and non-instructional personnel. Non-instructional personnel scored significantly higher on the need to improve the group orienting and the co-curricular activity functions than did instructional respondents. This scoring was reversed for the student counselling function and program articulation functions.

Student counselling, the function which ranked second in scope and first in quality on a system-wide basis, was the only function to show a statistically significant difference between groups on all three dimensions. The explanation for this difference was not that the instructional group had valued the performance proportionally lower than did the non-instructional group. The scores of the instructional group alone ranked student counselling quite highly. Further examination appeared necessary. Given the vital nature of this function and its system-wide emphasis it would appear that this examination should receive priority. A role definition of counselling seemed to be indicated as a first step.

In summary, the instructional personnel's perceptions of scope, quality and need for improvement of the basic functions seemed to be generally more negative than the perceptions of non-instructional personnel. This difference in perception and the fact that both groups rated few functions as broad in scope and good in quality, and few functions as strong in need for improvement, raised importance questions for student services in the British Columbia colleges.

Findings Related to Differences Among Colleges

With the exception of the two colleges designated as College 8 and College 9, there were few easily identifiable differences among the college mean scores on the seventy-eight items. Of the seventy-four cases where statistical differences were noted among pairs of college mean scores, sixty-two were accounted for by particularly divergent scores from either College 8 or College 9. Low scores from these two colleges accounted for thirty-nine of the forty-eight significant differences calculated on the scope and quality dimensions. Divergent scores from Colleges 8 and 9 also accounted for thirteen of the sixteen differences on the need for improvement dimension, for all six differences on the developmental factors dimension and for all four differences on the overall program rating.

Data gathered during interviews, from observations, and from the developmental factors provided some possible explanations for these consistently divergent scores. The two lowest scores on the support from administration factor were produced by respondents in Colleges 8 and 9. The faculty in both institutions saw themselves as generally supportive of the student service program. The two lowest scores for clarity of institutional goals and for clarity of staff roles were also part of the profiles generated by these two colleges. Their scores on the in-service training factor were among the three lowest in the system. One of the two produced the lowest score on staff cohesiveness and cooperation. In one of the two a very small student service staff was an obviously restrictive factor.

In both colleges, it appeared that there was a deep but only partly hidden rift between the faculty and the administration. Student service personnel were not automatically viewed as administration by faculty but in both cases there were individuals within the student service area who were seen as being closely allied with the administration. Apparently, neither college had any mechanism for exercising control over its student service program or for giving it direction. Although student service staff reported directly to the principal according to the organization chart, in practice they seldom saw him. In addition to an absence of overall coordination there was an apparent failure to use existing resources to their full advantage. The responsibilities of staff members, especially in College 8, were highly diverse and it appeared difficult for staff to complete even the most routine tasks. To undertake an intra-institutional program of evaluation and development was apparently beyond the limits of current resources.

College 3 also showed a degree of divergence from the other eight colleges. On both the scope and quality dimensions, student counselling ranked significantly lower for this college than for the remaining colleges. While the system-wide need to improve the counselling system was represented by a mean score of 2.95, College 3 perceived a strong need for improvement with a mean score of 3.63. This score translated to a second place rank in terms of relative need for improvement as compared with a system-wide rank of fifteen.

The reasons for this divergence were not readily identifiable on the basis of quantifiable data. However, during the two-day visit, several impressions gathered from interviews and observation suggested plausible explanations. Very few students in a college of rapidly expanding enrollment were observed to enter the counselling center or use the services. Counsellors were available without delay for interviews and in each case entered the visit on what appeared to be an otherwise empty desk calendar. Without exception, the counsellors were close to the upper limits of the estimated age range for the counsellors interviewed. A question concerning the involvement of students in the operation of the student service program elicited the response that few students would be interested and fewer still mature enough to assume the necessary responsibilities.

The two colleges which scored consistently high on scope and quality and relatively low on need for improvement were the colleges designated 1 and 5. In many ways these two colleges were dissimilar institutions. One had a relatively large enrollment, the other a relatively small one; one was located in a large city, the other in a less populated region; one was a relatively old college, the other a relatively new one; and one had a mixture of technical, vocational and academic programs while the other was basically academically oriented. One had a small student service staff and the other a relatively large one. One staff appeared to be more unified and cooperative than the other.

The two colleges were most similar in that they had well articulated coordinating units within the student service program. They both scored among the top three colleges on the scope dimension of the administrative organization function and they scored one and two on the quality dimension for that function. Perhaps of more relevance to the quality score on administrative organization were their scores of first and third of the nine colleges on the program articulation function. Another significant factor might have been that these colleges also ranked first and second on the clarity of staff roles factor. The scores of Colleges 6 and 7 on these items approached the ratings of Colleges 1 and 5.

CONCLUSIONS

The inclusive definition used in this study described student services as a group of related activities performed by the college and designed to meet student needs, support the instructional program and foster institutional development. Given this definition and the concept of a community college, the student service concern with the individual student and his development and success should be manifest. Given the heterogeneity of the student body, a commitment to flexibility would seem to be an absolute necessity. That these services were meeting student needs to some degree was evident. Yet it was in these areas that serious issues arose concerning the degree to which student services were actually meeting student needs, supporting the instructional program and fostering institutional development. The issues related most specifically to the definition and emphasis of counselling; the role of Canada Manpower in student services; intra- and inter-college relationships; professional development of the student service staff; apparent complacency of staff; the absence of efforts toward ongoing evaluation; facilities staffing and budgeting; the involvement of students; and the role of residence programs.

Counselling Definition and Emphasis

In addition to performing training and retraining functions for high school graduates and returning mature students who know precisely what kind of training they need and want, the community college purports to provide exploratory opportunities for those who are not so sure. An effective way of responding to the needs of the latter student is to provide him with the opportunity to experiment, without penalty, in several related fields of study. The counsellor or other advisor should have a general knowledge of the student's interests and some knowledge of his aptitudes and abilities. If he does not have this knowledge, he would make some effort to acquire sufficient background information.

Allowing a student to experiment on his way to selecting a final objective, was considered a vehicle for addressing the community colleges' commitment to flexibility. This did not appear to be happening in the British Columbia colleges. The problem may have been one of definition and emphasis. How were the terms "counselling and flexibility" defined and on which activities did counsellors place emphasis?

The data gathered in the course of the research showed counsellors as the most common and numerous of the student service staff. Counsellors performed the function described as student counselling and were also directly involved in the performance of several other functions. They engaged in applicant appraisal activities; applicant consultation activities; student induction activities; most orienting activities; nearly all student advisory activities; and, with Canada Manpower, they engaged in the dissemination of career information and the performance of some educational testing. Provincially, the educational testing function and the applicant consulting function were perceived as being relatively low in scope and quality and occupied top priority positions on the need for improvement scale.

Given this wide range of activities, it was not surprising to note that some activities received more emphasis than others. Although the system-wide responses suggested that the student counselling function was broadly implemented and of high quality, the definition of this function did not appear to fit the activities on which most counsellors spent their time. Counsellors advised students on the basis of pre-set program requirements. They had very little information on the students' background, interests, aptitudes and abilities. They relied primarily on a statement of interest by the student and then provided the student with a prescribed program. Few, if any, students who were unsure or vague concerning career or educational goals were encouraged to experiment. Those who indicated an interest in testing to determine aptitudes were referred to Canada Manpower. Very few of the counsellors were trained in test administration, scoring or interpretation. Consequently, many students who were unsure of their goals were channeled to the same degree as those who had already clearly defined their educational objectives. Furthermore, once the student was enrolled in a prescribed program there was little flexibility in the form of elective courses. A vocational student who spent up to thirty contact hours a week in his program could not enroll in an English or a biology course if he wished to do so.

There was a high degree of channeling actually performed by the counsellors themselves. They were probably following institutional policy but, at the same time, they were working in opposition to the concepts of flexibility and human development. The emphasis of the counselling departments did not seem to be a response to, and a development of, the individual. Rather the emphasis appeared to be the interpretation and explanation of standardized requirements and guidance. Counsellors did appear to be interested in the personal and social development of students but this was not the area where they spent most of their time. Too many counsellors were performing routine programing and clerical activities.

Unfortunately, counselling seemed to be defined in terms of a sign on a door suggesting that the counsellor could help you choose the proper courses to fulfill particular program requirements in career, vocational or transfer programs. The counsellor was also the person to see when you wanted a withdrawal form signed. As the legitimate center of the student service program, counselling had become too much of an administrative function. While there were some notable exceptions, few counsellors had the time, the training or the inclination to make the counselling center a center for student development where standardized procedures were the exception rather than the rule.

The Role of Canada Manpower in Student Services

Before the development of public colleges during the 1960's, British Columbia had a system of provincially operated vocational schools. There were no traditionally defined student service programs in these schools. A number of the student service functions were performed by Canada Manpower. Canada Manpower performed the pre-college information function, educational testing if necessary, applicant consultation, student counselling, career information and graduate placement. Often Canada Manpower, by purchasing places, determined a percentage of who was to be admitted.

With the advent of the community colleges, a process of melding some of the older vocational schools with the new institutions was begun. Even where there was no melding of a vocational school with a new college, a Canada Manpower counsellor appeared on the scene of the new colleges. The result was that colleges, rather than assuming any significant responsibility for educational testing, career counselling, part-time student placement and graduate placement, left these functions within the hands of Canada Manpower. It was implicitly assumed by the colleges that Canada Manpower, with its experience and resources, could perform these functions more effectively than the colleges and that the functions were not the responsibilities of the colleges themselves.

Canada Manpower unquestionably placed a large number of college graduates. Foremost among these were students selected, financed and directed into a particular career or vocational program by Canada Manpower. Interview data, the responses to the ISCF and observation suggested that there were many students whose career counselling and graduate placement needs were not met by Canada Manpower. If these observations were correct and the institutions were, in fact, comprehensive community colleges, the potential of the college for organizing a career counselling and placement operation as a supplement to Canada Manpower activities was virtually unlimited.

No college or Canada Manpower center offered a complete battery of educational and psychological tests. It is not suggested that there be a mandatory testing program for all students. It is suggested that colleges make available a battery of tests and encourage each student to avail himself, if he so desires, of the opportunities that such a testing program could provide. In addition to being an aid to students in decision making, the material would be invaluable to counsellors who might wish to involve themselves in the personal growth and development of students.

The information on respondent perceptions of the need to improve the basic functions suggested that the college should devote more attention to the areas of career information, graduate placement and educational testing. However, until the colleges consciously accept more responsibility for the performance of these functions there will be little improvement. Effective as it was for the vocational schools and effective as it remains in the community college, Canada Manpower is simply not oriented to meeting the multiplicity of needs which emanate from the student population of the comprehensive community college.

The prospects for college improvement of career counselling, career information, educational testing and graduate placement were not optimistic. Many college personnel seemed willing to continue, unaltered, the present relationship with Canada Manpower. It must be remembered that considerable college financial support was derived from Canada Manpower designed and sponsored programs. For the college to involve itself more deeply in career information and graduate placement functions posed possible conflicts with the federal agency. It was not surprising that conflicts with an agency that so obviously supported the college were assiduously avoided.

A final comment on the role of Canada Manpower and student services concerned the apparent switchover of Canada Manpower staff to the college community. A considerable number of college counsellors and faculty came to the college from Canada Manpower positions. For the most part, they brought with them a technical, vocational and career orientation. As a consequence, they had ample experience with many of the program areas offered by the college. Few of these persons were prepared to urge educational experimentation outside of career and vocational programs. The result was a strengthened tendency to channel students. Too often, as Max Raines (T. R. McConnell, 1965:25) points out, the manpower specialist may emphasize "guidance (meaning manipulation) . . . ."

Intra- and Inter-College Relationships

It has been noted that the counselling function in its broadest sense made up the heart of the student service program. There were more counsellors than there were student service workers in any other specific staff position. They performed or assisted in the performance of nearly every one of the basic student service functions. It was also noted that because of relatively small staffs and numerous overlapping activities, a high degree of informal communication and cooperation was necessary for effective performance.

There were instances where intra-staff relationships were not cooperative. In each case this was also reflected in responses to clarity of staff roles, staff cohesiveness and cooperation, and in the rating of the overall student service program. On a system-wide basis, intra-staff relationships were perceived as quite good. However, the significant differences generated between groups and among colleges on the support from faculty and the scope and quality scores of the administrative organization function suggested the presence of some nonproductive relationships with other organizational parts. Impressions gathered during visits to all nine colleges also suggested relationship problems among colleges. These impressions did not grow out of friendly banter but rather out of pointed and often direct criticisms.

There were two system-wide groups of student service personnel that met periodically to discuss particular issues. The committee on financial aids met to discuss application procedures and the evaluation and modification of application forms, and reviewed basic college policies relating to the administration of the financial aids function. The work of this group resulted in a standardized approach to the administration of financial aids. The second group was made up of the nominal or actual head of the student service program in each college. While the explicit function of this group was not clear from the interview data, it was apparent that few of the heads saw the group as a particularly viable force in the system-wide development of student service programs. According to one participant, it was necessary to limit discussion to general topics. This perception was based on the view that few representatives were willing to discuss institution-specific problems. An atmosphere of competition existed among the colleges. Interviews throughout the nine colleges tended to substantiate this point of view. In short, there existed a number of adversary relationships among the student service leaders.

The consistently higher scores by instructional personnel on the support from faculty factor pointed to an apparent relationship problem within individual colleges. The scores on scope and quality of the administrative organization function, while not significantly different between groups, produced many apparent differences between groups within colleges. Without exception, the quality of this function received a higher rating from the non-instructional sample than from the instructional sample.

The problems of relationships were not unexpected but remain an important issue for the operation and development of a student service program. Apparent conflicts between student service staff and faculty were pronounced and might have stemmed from the breakdown of the program articulation effort. Conflicts between colleges were more than anything a barrier to system-wide development of effective programs based on common goals and aspirations.

Professional Development

Nearly every person interviewed indicated a desire to participate in more professional development activities. The interview data also revealed that very few student service staff members were familiar with even the most basic student service research. Few colleges made specific budget provision for staff development activities. With the possible exception of lectures or workshops related to counselling, there appeared to be little awareness of possible resources which a staff could draw upon to construct a meaningful staff development program.

The staff development issue was further exacerbated by the constraints of geography. Colleges located far from large urban centers were not only unaware of possible development activities but could not afford the expense of travel. This lack of awareness concerning professional development activities did not, however, account for the absence of intra-institutional professional development programs for the student service staff. A possible explanation was suggested by what appeared to be an apparent staff contentment with the status quo.

Professional leadership of student service staffs provided a remarkable study in contrasts. There were colleges whose deans of student services or chairmen of counselling were deeply involved with staff members in the planning and development of activities. In other colleges the leadership appeared to be purely nominal or did not exist. Even in the case of those institutions with active forward looking leadership few, if any, were trained specifically for the task of organizing and developing student service programs.

Increased professional training will not automatically correct program deficiencies. It does, however, seem logical to assume that increased opportunities for professional and leadership training could enhance the scope, organization and performance of student service programs. In the three programs which ranked highest in overall program quality, it was apparent that active professional leadership had indeed influenced the perception of the respondents.

Complacency of Staff

Related to the problems of staff development and perhaps a by-product of definitional poverty, was an observed complacency among student service workers. Few student service workers themselves were willing to be critical of their operation. There appeared to be a relationship between this observation and the consistently lower scope and quality ratings assigned to the basic functions by instructional personnel. In only two of the colleges was there an open willingness to dig deeply into present program inadequacies.

Complacency was also reflected in a general dearth of student and staff activity around the student service centers. With three notable exceptions, student service centers seemed quiet and peaceful. No one was in the waiting rooms and workers were sitting quietly at their desks or were conversing together quietly.

The long standing provincial orientation to vocational training in its non-university postsecondary institutions supported this complacency. While the concepts which underlie vocational training programs may have been valid for one aspect of postsecondary education, they were inappropriate as conceptual underpinnings of the comprehensive community college. However, it appeared to be easier to maintain this orientation than to embark upon the unsettling changes necessary to effectively meld the two philosophical orientations.

Evaluative Criteria

The suggestion has been made that the lack of clearly defined goals and functions for student services was allied to staff background and observed complacency. The fact remains that there was also a lack of empirical evaluative criteria to assess the effectiveness of student service programs. While some sort of definition and statement of goals must be generated as a prerequisite to evaluation, it must be remembered that prior research has not established universal criteria for measuring the effectiveness of student services.

Rather than suggesting that evaluative criteria must be generated and "laid on" by experts, it would appear to be essential that appropriate criteria be developed by a system-wide body of knowledgeable and involved student service leaders. Presumably, these persons would best understand the system. They could review other attempts to generate evaluative criteria and then pick and choose those which seemed most appropriate. The combination of tested criteria and criteria generated from experience within the system could provide a basic framework for institutional and system-wide appraisal. The success of this approach is dependent upon a willingness to enrich professional knowledge and background and a desire to break out of what appears to be a complacency and satisfaction with the status quo.

Facilities, Staffing and Budgeting

The responses to the Inventory of Selected College Functions clearly indicated that physical facilities were perceived as the most restrictive of the developmental factors. While poor facilities do indeed impede certain aspects of program development and operation, it is difficult to attribute any serious breakdown in the quality of people oriented functions to this cause. The comparatively small size of the student service staffs, in conjunction with the multiplicity of functions they performed, seemed to be a more serious issue. It was highly unlikely that much time could be devoted to overall program development when a small staff was required to perform each necessary function. When this occurred, the possible range of services considered basic was restricted, individual services were, at the best, satisfactorily performed and the potential of the student service staff for responding to student needs remained statically low. Even the greatest amount of professional competency and staff cohesiveness and cooperation could not replace essential manpower. This was not a serious problem across all colleges but it was a significant factor in four of the nine.

This study did not consider budgeting for student services in detail, but in general terms the study suggested that some budgetary provisions for student services were apparently far from adequate. Rather than the arbitrary increase of student service budget provisions to a given level, careful study of weak areas and solid rational supporting requests for increases should be given priority attention. Perhaps, a first step in nearly every college is a request to finance a self-study that will not only assess and document needs but will produce suitable working definitions and plans for more effective program articulation.

The Involvement of Students

Only three colleges made a point of involving students on a regular basis in their student service operation. There did not appear to be a single student advisory group that was involved in student service program development. Two colleges indicated that they were planning programs of this nature but four others indicated that they felt this type of student involvement to be inappropriate. Reasons given for not involving students included the relatively short tenure of students in the college, a lack of interest by students in this kind of activity and finally a lack of sufficient maturity among students to become effectively involved with the multiplicity of issues encompassed in a planning and development program.

The implementation of program activities that would lead to greater student involvement depends on the willingness and skills of staff members to involve students in more than a perfunctory way. Both a lack of willingness and a lack of any sound knowledge about how to implement such a program were observed obstacles to involving students. While skills could be acquired, willingness depends on a basic conceptual commitment. Perhaps greater opportunities for relevant in-service education would assist in fostering the development of this conceptual commitment.

The Potential of Residence Programs

It has been argued by many practitioners and researchers that a residence program can enhance a student's postsecondary education academically and enrich his opportunities for personal growth and development. A residence program for a regional college serving often thousands of square miles would seem to be an imperative. This is not to suggest that students should be required to participate in a college residence program. The college should, however, be directly involved in providing the opportunity for low cost college housing that could also be used by students, faculty and counsellors as a living-learning laboratory.

At the present time most colleges compile a list of available housing in the area of the college and, except for occasional updating of that list, accept this as the limit of their responsibility. Not one college was involved in the development or operation of a residence program, not did many staff members appear to be conversant with the possibilities of such a program. Prerequisites to the development of a residence program include staff enlightenment on the possibilities of such a program and a full investigation of possible funding sources.

RECOMMENDATIONS

Action

The findings generated by the responses to the ISCF and the interview data and from the impressions arising out of college visits led to the formulation of seven action oriented recommendations.

1. Colleges throughout the province should develop both comprehensive and voluntary educational testing programs to supplement those offered by Canada Manpower. It seems unrealistic to assume that counsellors and advisers can begin to have enough information about students to help them identify several alternatives and to choose wisely from among them. If necessary, colleges should receive assistance in this effort from the provincial Department of Education in the form of salary provisions for skilled psychometrists.

2. Colleges throughout the province should undertake internal studies relating to the definition of their student service programs. This definition exercise will probably demand the presence of an outside consultant and a temporary salary provision for research assistance. If possible this activity should be undertaken cooperatively by all of the colleges.

3. A system-wide effort should be made to develop a workable model for program articulation. Too often the failure of student service units to communicate effectively with other organizational parts, particularly the teaching faculty, is a most restrictive force in the student service program. Not only does this failure serve to obscure a basic commonality of goals but it creates a destructive adversary relationship which fosters suspicion and distrust. In attempting to carry out a recommendation of this kind a key concept is involvement. The model cannot be constructed and applied by student service staff alone. It must also involve faculty, students and central administration staff.

4. The provincial Department of Education, in conjunction with the colleges, should develop comprehensive programs for the professional development of the student service staffs. This is perhaps the single most restrictive factor in program development. Many of the professional staff are uninformed concerning developments in their field and have little time to devote to professional development. No attempt has been made to introduce programs from which the whole staff can benefit. The result has been an absence of forward-looking excited staffs.

5. Each college should make a greater attempt to involve students in the planning, development and operation of its student service program. The success of the implementation of this recommendation presumes the successful accomplishment of Recommendation 4. It is only through greater exposure to programs that have advanced in involving students that skills related to fostering greater student participation can be gained.

6. The nine public colleges of British Columbia should form a province-wide student service council. This council should be open to all professional members of the various student service staffs and should undertake among its main functions the fostering of better inter-institutional communication and cooperation for the purpose of program development, the formation of a research committee to do ongoing work in the area of both staff and student needs, and the formulation of a basic student service position paper which will reflect the basic aims and orientation of student service professionals in the British Columbia public colleges.

7. Specific attention should be given to the staffing, budgeting and administration of the student service programs in Colleges 8 and 9. Given the findings of this study, the investigation should be conducted by the institutions themselves with budgetary assistance from the Department of Education. Consultative assistance should also be made available.

Further Research and Study

If the student service programs of the British Columbia colleges are to expand to meet the ever increasing demands of heterogeneous populations, if they are to effectively support the instructional program and if they are to be active agents in promoting institutional development, it is imperative that information concerning student service operations be as complete as possible. This study suggested that while there are many areas where additional information would be helpful, there are several areas which seem to demand more pressing attention than others. Five areas have been identified as the most pressing for further research. For the purpose of emphasis, they are stated here as questions that demand answers.

1. Are current student service activities meeting the needs of students as the students themselves perceive these needs? If a principle purpose of these services is to meet student needs, the students' opinions on scope, quality and need for improvement must be determined. This is not, however, as simple as it sounds and will require a very sensitive and observant person to create an instrument that will illuminate underlying needs.

2. What factors account for the consistent differences in perception between instructional and non-instructional personnel? Both groups ostensibly share the same objectives although their roles in the educational process differ. Too often the fact that cooperation and communication between the two is less than good has had ramifications for the effectiveness of both.

3. Just what does the counsellor in a community college do? Inherent in this question are a number of sub-questions. Is the counsellor a generalist or a specialist? What kind of training should he have? To what degree should he be involved in the performance of routine activities? What degree of autonomy from constraints should he enjoy? If he is not expected to perform a multiplicity of functions, who will take some of them off of his hands? These questions should be addressed to both researchers and practitioners working in concert.

4. How much influence does Canada Manpower exert on student service operation? The sub-questions associated with this major question include, but are not limited to, the role Canada Manpower

plays in career counselling and graduate placement. Questions concerning the impact of Canada Manpower on counselling, guidance, testing and educational change must also be investigated. What practices are positive and which are restrictive? How can the activities of Canada Manpower be used as a valuable supplement to, rather than a determinant of, program planning and development?

5. What do student services really cost and what are the returns? Unless the effort to cost analyze student services is made and the formula applied to other educational processes, student services will continue to receive the most severe criticisms during times of budget shortage. Unless student service staffs can defend their program in terms of particular objectives and costs, growth and development will continue to be exceptionally difficult.

SUMMARY

This chapter reviewed the purposes of the study and the methods used to analyze the data. The findings of the study were summarized under the categories of system-wide profiles, differences between groups and differences among colleges. The conclusions concerned the definition and emphasis of counselling; the role of Canada Manpower; intra- and inter-college relationships; the professional development of student service staff; complacency among staff members; the issue of evaluation; issues related to facilities, staffing and budgeting; the involvement of students; and the potential of residence programs.

Seven recommendations for action by colleges and the Provincial Department of Education were advanced. These were directed toward improving student services on a system-wide basis. Educational testing was perceived as requiring immediate attention. It was recommended that program definition, articulation and student service evaluation receive grass-roots and system-wide improvement. Better provision for effective professional development was seen as an area which required perhaps the most pressing attention. Greater involvement of students was urged but was seen as dependent on the success of a professional development program. The issue of better inter-institutional communication and cooperation was given special attention with a recommendation for the establishment of a provincial student service council. Finally, it was recommended that budgeting, staffing and administration of student services at Colleges 8 and 9 receive specific attention.

Five recommendations were made for further study and research. Student needs as expressed by students must be assessed as they relate to the student service program. Reasons for differences between the per[illegible]ions of instructional and non-instructional personnel must be discovered and examined in detail. The function of counselling and the role of the counsellor must be more clearly defined. The total impact of Canada Manpower is not really known and should be carefully examined. Strict cost assessment for student services should be conducted and their raison d'être expounded.

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APPENDIX

Appendix A

Letter from the American Association of Community and Junior Colleges

American Association of Community and Junior Colleges

April 30, 1973

Mr. Andrew Hendry
Department of Educational Administration
The University of Alberta
Edmonton, Alberta Canada

MR. HENDRY, this letter authorizes you to modify and use the "Inventory of Selected College Functions" which was developed by Dr. Max Raines as a part of a study completed for the American Association of Junior Colleges. The Association would appreciate receiving a copy of the inventory that is used for the study of Canadian Colleges and a copy of the final report.

Best wishes on your study. I look forward to hearing from you.

Sincerely,

R. E. Wilson

Richard E. Wilson
Vice President for Progr

One Dupont Circle / N.W. / Suite 410 / Washington / D.C. 20036 / 202-293-7050

Appendix B

Letter to British Columbia Public Colleges Requesting Their Participation in the Study

THE COLLEGE ADMINISTRATION PROJECT
SPONSORED BY
THE W. K. KELLOGG FOUNDATION

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

October 6, 1973

I am writing to request your assistance in carrying out a study of student personnel services in the British Columbia public colleges. The study is part of my work in The University of Alberta's College Administration Project and will constitute the basis of my doctoral dissertation in Educational Administration.

All colleges provide a variety of non-instructional services, but as yet these have received little research attention. By constructing a profile of the perceived degree of implementation, quality and need for improvement of twenty-one basic student personnel functions, I hope to provide summaries and analyses that will be both interesting and useful to each participating college.

The study focuses on three basic questions: a) To what degree are each of the twenty-one functions implemented; b) what is the perceived quality of each function and c) what is the perceived need for improving the performance of each function.

My specific request is that I be given permission to visit your college during the month of November. During that visit I would administer a questionnaire to members of the administrative staff and selected members of the instructional and non-instructional staff. In addition, I would request the opportunity to interview several selected persons about the student personnel program and to gather background information on the college.

I hope you will agree to participate and I look forward to the opportunity of visiting your campus in November. I will write you again to arrange a convenient time to visit your college after I hear from you. Your cooperation in making this study possible will be greatly appreciated.

Cordially yours,

Andrew M. Hendry

AMH/pk

Appendix C

Letter to British Columbia Public Colleges
Requesting Specific Assistance
During Two-Day Visitation

THE COLLEGE ADMINISTRATION PROJECT
SPONSORED BY
THE W. K. KELLOGG FOUNDATION

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

Thank you for agreeing to participate in a study of student personnel services in the British Columbia public colleges.

I plan to spend two days at each college. During that time I will distribute and collect a questionnaire. The proposed schedule for visiting each college is enclosed. If the days proposed for your college are unacceptable, please contact me at your earliest opportunity.

During the visit I will require the following specific assistance:

1. A faculty roster from which to select a random sample.
2. A letter of introduction to those asked to complete the questionnaire. I would like to meet personally with as many respondents as possible.
3. Assistance in identifying professional, non-instructional staff who perform activities related to student personnel functions.
4. Assistance in arranging appointments with several non-instructional personnel for the purpose of gathering basic institutional data. (These might include the Principal, the Director of Student Services, the Director of Counselling, the Registrar and the Bursar.)

The total sample will include as many professional, non-instructional personnel as possible and at least an equal number of faculty. A sample copy of the questionnaire is enclosed.

Sincerely,

AMH/pk
Encl.

Appendix D

Interview Guides

INSTITUTIONAL DATA
(Interview Guide)

1. Institution: ______________________________

2. Enrollment Data: ______________________________

3. Age of Institution: ______________________________

4. What is the ratio of instructional staff to non-instructional staff (professional level)? __________

5. What percentage of the institutional budget is devoted specifically to student personnel services (as defined by the institution)? ______________________________

6. Is there an officer designated to coordinate the Student Personnel Program? ______________________________

7. His/her title: ______________________________

8. Is he/she classified as faculty or administration?

   ______________________________ other ______________________________

9. To whom does he/she report? ______________________________

   ____

10. Which offices report specifically to this person?

    ____

    ____

Remarks:

1. Are there functions described in the Inventory which are not classified as student personnel services? If so, which ones and how are they classified?

____

____

____

____

2. Which functions described in the Inventory are performed jointly by the college and an outside agency? Should the college be more or less involved in the performance of these functions?

____

____

____

____

____

3. Does the college perform functions not described in the Inventory? (e.g., housing, health services, work study programs).

____

____

____

4. Are there student personnel services or functions which the college considers to be unique or particularly important? (These may or may not be functions described in the Inventory).

____

____

5. What do you feel are the three most pressing needs in the student servoce area? ____________________

____

____

Appendix E

Inventory of Selected College Functions (Modified)

INVENTORY
of
SELECTED COLLEGE FUNCTIONS

Andrew Hendry
Department of Educational
Administration
The University of Alberta

1973

FOREWORD

Colleges provide a variety of functions to support instruction, meet student needs, and foster institutional development. The nature and performance of these functions varies considerably. Differences may be related to variations in size, type, location, institutional commitment, etc. This Inventory of Selected College Functions has been developed to measure the perceptions of college staff concerning the scope, quality and need for the improvement of the performance of these functions.

Information obtained from the Inventory will be carefully analyzed and will provide the basis for a descriptive and comparative study of Student Personnel Programs.

I believe that you will find your participation to be professionally stimulating and I sincerely appreciate your cooperation.

Andrew Hendry
Department of Educational
Administration
The University of Alberta

DIRECTIONS

Inventory of Selected College Functions

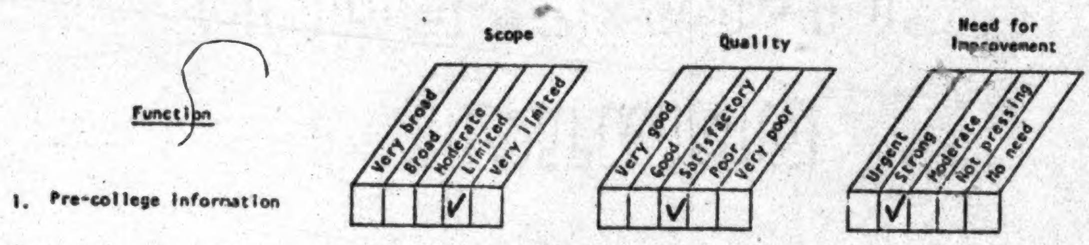
This modified ISCF contains a list of twenty-one functions. It is vital that you READ THE DESCRIPTIONS OF THE FUNCTIONS CAREFULLY BEFORE RESPONDING. While the descriptions are intended to be as definitive as possible, they are not definitions; consequently, you should read for the central theme and intent of the description. After reading the description you are asked to judge the scope of this function in your college, the quality of this function and your opinion of the need for improvement of the performance of the activities associated with the function.

For the purpose of this Inventory scope is defined as the degree to which you perceive the college performing a range of activities associated with the function. You are asked to judge the scope on a scale between "very broad" and "very limited."

Quality is defined as the degree to which you perceive the function to be effectively performed. You are asked to judge the quality on a scale between "very good" and "very poor."

The need for improvement category simply requests your judgment of the relative urgency for improving the performance of the function. You are asked to express need for improvement on a scale between "urgent" and "no need."

Illustration:



Interpretation:

The perception of the respondent is that the college performs a "limited" range of pre-college information activities and that the quality of the activities performed is "satisfactory." The need to improve this function is judged to be "strong," but not urgent.

Developmental Factors

In addition, you are asked to judge the relative impact of each of 14 DEVELOPMENTAL FACTORS on the total student personnel service program. You will be asked to judge the relative impact of each factor on a scale between "very positive" and "very negative."

PLEASE DETACH AND COMPLETE BOTH SIDES OF THE ANSWER SHEET

DESCRIPTION OF SELECTED STUDENT PERSONNEL FUNCTIONS

---

1. THE PRE-COLLEGE INFORMATIONAL FUNCTION. Those activities of the college designed to communicate with prospective students as well as those closely related to them (e.g. teachers, family members, etc.) and through such communication (1) to encourage post-high school education, (2) to describe college opportunities, (3) to interpret any requirements for entering the college or its various programs, and (4) to identify sources of assistance for reaching a decision about college attendance.
Illustrated Assignments: conferring with high school groups ..... preparing descriptive brochures ..... handling correspondence requesting college information ..... etc.

---

2. THE EDUCATIONAL TESTING FUNCTION. Those activities of the college designed to assess by standardized testing procedures those abilities, aptitudes, achievements, and other personality variables which (1) are considered significant in educational and vocational appraisal of students and/or (2) those which are helpful in appraising their educational progress at the college.
Illustrated Assignments: appraising a variety of potential measuring instruments ..... administering tests to groups of students ..... developing normative data for the college ..... etc.

---

3. THE APPLICANT APPRAISAL FUNCTION. Those activities of the college designed to obtain, organize, and appraise significant background information for each student to determine (1) his eligibility for admission to either the college or to various courses and curricula within the college, (2) his probable chances for success in various courses and curricula, and (3) any conditions or restrictions to be imposed on his admission or re-admission.
Illustrated Assignments: evaluating transcripts and test results ..... serving on an admissions committee ..... preparing case appraisals ..... etc.

---

4. THE APPLICANT CONSULTING FUNCTION. Those activities of the college designed to schedule and conduct conferences with applicants (individually or in small groups) who may seek or need staff assistance pertaining to their (1) admission to the college, (2) anticipated problems in attending college, (3) selection of vocational and educational objectives, or (4) selection of courses to fulfill curricular requirements.
Illustrated Assignments: interpreting test results to applicants ..... interpreting curricular requirements ..... assisting students in selecting courses ..... etc.

---

5. THE STUDENT INDUCTIVE FUNCTION. Those activities of the college designed to acquaint entering students (just prior to class attendance) with the plant and staff resources, student activities, college procedures, and regulations of the college.
Illustrated Assignments: training student guides ..... interpreting student services ..... explaining college expectations and procedures ..... etc.

---

6. THE STUDENT REGISTRATION FUNCTION. Those activities of the college designed to (1) officially register students, (2) collect demographic data, (3) expedite academic regulations, and (4) initiate and maintain official records of each student's academic progress and status.
Illustrated Assignments: designing registration forms and data processing procedures ..... processing class changes and withdrawals ..... processing instructor's grades ..... etc.

---

7. THE STUDENT RECORDS FUNCTION. Those activities of the college designed to establish and maintain a cumulative record of student development as reflected in skills he develops, activities in which he participates, employment in which he is involved, awards he receives, and judgment rating of staff members.
Illustrated Assignments: developing system for accumulating information ..... maintaining policy for confidential handling of student personnel records ..... preparing recommendations for senior colleges ..... etc.

8. THE GROUP ORIENTING FUNCTION. Those activities of the college designed to provide organized group experiences for students conducted by college staff members, focused upon needs of the student and with emphasis upon (1) adjustment to the college program, (2) formulation of realistic and satisfying plans for the future, and (3) effective use of college and community resources.
Illustrated Assignments: conducting orientation classes ..... interpreting occupational information ..... teaching effective study skills ..... planning course content ..... etc.

9. THE STUDENT ADVISORY FUNCTION. Those activities of the college designed to bring each student into individual and continuing contact with a college staff member qualified to advise the student regarding such matters as (1) selection of courses for which the student is eligible and which are consistent with his curricular choice as well as any occupational or senior college preferences he may have, (2) evaluation of academic progress, (3) effective methods of study, and (4) identification of specific resources within the college or community that might meet the special needs of the student.
Illustrated Assignments: scheduling advisees in classes ..... interpreting senior college requirements ..... interpreting study skills to individual advisees ..... etc.

10. THE STUDENT COUNSELING FUNCTION. Those consulting activities of professionally trained counselors designed to aid students who seek or need special assistance in (1) formulating vocational or educational goals, (2) clarifying their basic values, attitudes, interests and abilities, (3) identifying and resolving problems which may be interfering with their educational progress, and (4) identifying appropriate sources of assistance for solving more intensive personal problems.
Illustrated Assignments: administering and interpreting diagnostic tests ..... conducting counseling interviews ..... interpreting occupational information ..... etc.

---

11. THE CAREER INFORMATION FUNCTION. Those activities of the college designed to obtain, analyze, and interpret occupational information and trends to students, advisors, instructors, and counselors.
Illustrated Assignments: identifying useful sources of occupational data ..... analyzing published research on manpower needs ..... developing effective methods for disseminating occupational information ..... etc.

---

12. THE ACADEMIC REGULATORY FUNCTION. Those activities of the college designed to establish and maintain academic policies, procedures, and regulations that foster attainment of institutional objectives and commitments.
Illustrated Assignments: expediting probationary policies ..... evaluating graduation eligibility ..... handling cases of student cheating ..... etc.

---

13. THE SOCIAL REGULATORY FUNCTION. Those activities of the college designed to establish and maintain policies, procedures, and regulations for control of social behavior of individual students and student groups.
Illustrated Assignments: developing standards for personal conduct ..... handling cases of social misconduct ..... interpreting regulations to students and faculty ..... etc.

---

14. THE STUDENT SELF-GOVERNING FUNCTION. Those activities of the college designed to provide opportunities and encouragement for students to participate in self-governing activities that provide experiences in decision making through democratic processes.
Illustrated Assignments: advising student governing organizations ..... conducting leadership training programs ..... supervising elections ..... etc.

---

15. THE CO-CURRICULAR ACTIVITY FUNCTION. Those activities of the college associated with development of cultural, educational, and vocational opportunities which supplement classroom experiences of students.
Illustrated Assignments: arranging for cultural activities (musical, forensic, dramatic, etc.) ..... assisting student publications staff ..... assisting vocational interest groups ..... etc.

---

16. THE FINANCIAL ASSISTING FUNCTION. Those activities designed to provide or identify various sources of financial assistance (loans, grant-in-aids, part-time employment opportunities) for students whose progress or continuation in college may be impaired by the lack of finances.
Illustrated Assignments: reviewing loan requests ..... seeking new subscribers ..... locating part-time jobs ..... etc.

---

17. THE GRADUATE PLACEMENT FUNCTION. Those activities of the college designed (1) to locate appropriate employment opportunities for graduates of the college who may be suitably qualified, and (2) to provide prospective employers with placement information that may be helpful in reaching employment decisions.
Illustrated Assignments: maintaining placement files ..... consulting with prospective employers ..... scheduling placement interviews ..... etc.

---

18. THE PROGRAM ARTICULATING FUNCTION. Those activities of the college designed to foster cooperative efforts of staff members among various divisions or departments of the college (1) which will integrate the educational experience of the students, (2) which will foster development of supplementary educational opportunities for students, and (3) which will seek increased continuity between college and pre-college experiences and between college and post-college experiences.
Illustrated Assignments: serving on faculty committees ..... attending joint meetings with high school counselors ..... visiting former students at senior colleges ..... etc.

---

19. THE STUDENT PERSONNEL EVALUATIVE FUNCTION. Those activities of the college designed to collect, analyze and interpret data concerning (1) the characteristics of and transitions within the student population, (2) the needs of students, (3) the use of college resources by students, (4) those factors affecting the progress of students during and following their college experience, and (5) the adequacy of various college services designed for student development. Illustrated Assignments: conducting studies of student characteristics ..... conducting follow-up studies ..... developing experimental projects ..... etc.

20. THE IN-SERVICE EDUCATIONAL FUNCTION. Those activities of the college organized and designed to increase the effectiveness of staff participation in the various non-instructional functions of college through a planned program of in-service training or education. Illustrated Assignments: attending counselor in-service training meetings ..... distributing educational articles among staff ..... interpreting research data to college staff ..... etc.

21. THE ADMINISTRATIVE ORGANIZATIONAL FUNCTION. Those activities of the college designed to provide adequate numbers of qualified professional and clerical staff members, suitable facilities and equipment, and an integrated plan of organization that will foster effective development and coordination of the student services program.
Illustrated Assignments: interviewing prospective staff members ..... preparing budget requests for particular service or program ..... preparing job descriptions ..... etc.

INVENTORY OF SELECTED COLLEGE FUNCTIONS

Response Sheet

Institution

Your Position

Please express your opinion of each of the following by placing a (✓) in the appropriate column.

1. The scope of the implementation of each function in your college.
2. The quality of the performance of each function.
3. The need for improving the performance of each function.

Familiarize yourself with the description of the function before responding.

Function	Scope					Quality					Need for Improvement				
	Very broad	Broad	Moderate	Limited	Very limited	Very good	Good	Satisfactory	Poor	Very poor	Urgent	Strong	Moderate	Not pressing	No need
1. Pre-college information															
2. Educational testing															
3. Applicant appraisal															
4. Applicant consultation															
5. Student induction															
6. Student registration															
7. Student records															
8. Group orientation															
9. Student advising															
10. Student counseling															
11. Career information															
12. Academic regulation															
13. Social regulation															
14. Student self-government															
15. Co-curricular activity															
16. Financial assistance															
17. Graduate placement															
18. Program articulation															
19. Student personnel evaluation															
20. In-service education															
21. Administrative organization															

PLEASE COMPLETE BOTH SIDES OF THIS SHEET

DEVELOPMENTAL FACTORS

A variety of factors have been identified which can have an impact on the development and operation of student personnel programs. Please indicate your judgment of the relative impact of each of the following by placing a check mark (✓) on the scale for each factor.

Explanation: A check under very positive indicates that the respondent perceives the factor as contributing very positively to the development and operation of the total student personnel program. A check under generally restrictive or very restrictive indicates that this factor is restricting development and operation. A check under equally balanced indicates that the factor has both a positive and a restricting impact on the operation and development of the program (e.g., for some functions and activities the factor has a positive impact but for others it has a negative impact).

FACTORS	Very Positive	Generally Positive	Equally Balanced	Generally Restrictive	Very Restrictive
Physical facilities					
Equipment					
Clerical assistance					
Size of staff					
Holding power for staff					
Clarity of institutional goals					
Support from administration					
Support from faculty					
Clarity of staff roles					
Response of students					
In-service training					
Workable ideas					
Professional competency of staff					
Staff cohesiveness and cooperation					

Your involvement with the student personnel program:

very extensive ___ extensive ___ moderate ___ limited ___ not involved ___

Your rating of the overall student personnel program:

very good ___ good ___ satisfactory ___ poor ___ very poor ___

THANK YOU FOR YOUR PARTICIPATION

Appendix F

Individual College Profiles: Scope

Table 19

Scope: College 1
N = 14

Function	Mean	Rank	S. D.
1. Pre-college information	3.57	4.5	.85
2. Educational testing	2.86	15.0	1.03
3. Applicant appraisal	3.00	13.0	.88
4. Applicant consultation	3.07	11.5	.92
5. Student induction	2.86	15.0	1.10
6. Student registration	3.93	1.0	.73
7. Student records	3.79	3.0	.80
8. Group orientation	3.14	9.5	.77
9. Student advising	3.07	11.5	1.07
10. Student counselling	3.86	2.0	.95
11. Career information	2.79	17.0	.80
12. Academic regulation	3.14	9.5	.95
13. Social regulation	2.86	15.0	1.03
14. Student self-government	2.57	19.0	1.09
15. Co-curricular activity	3.50	6.0	.94
16. Financial assistance	3.57	4.5	.85
17. Graduate placement	2.71	18.0	1.20
18. Program articulation	3.21	8.0	.97
19. Student personnel evaluation	2.29	20.0	.91
20. In-service education	2.14	21.0	.95
21. Administrative organization	3.36	7.0	.93

Table 20

Scope: College 2
N = 22

Function	Mean	Rank	S. D.
1. Pre-college information	3.77	2.0	.61
2. Educational testing	1.91	20.0	.81
3. Applicant appraisal	2.64	15.0	.79
4. Applicant consultation	3.50	4.0	.74
5. Student induction	2.68	14.0	.95
6. Student registration	3.91	1.0	.75
7. Student records	3.23	7.0	.81
8. Group orientation	2.73	12.5	.94
9. Student advising	3.05	9.0	.84
10. Student counselling	3.50	4.0	.74
11. Career information	2.95	11.0	.95
12. Academic regulation	2.59	16.0	1.01
13. Social regulation	2.00	19.0	.93
14. Student self-government	2.73	12.5	.88
15. Co-curricular activity	3.05	9.0	.95
16. Financial assistance	3.50	4.0	.80
17. Graduate placement	2.14	18.0	.94
18. Program articulation	3.05	9.0	1.05
19. Student personnel evaluation	1.86	21.0	.89
20. In-service education	2.27	17.0	.70
21. Administrative organization	3.32	6.0	.84

Table 21

Scope: College 3
N = 19

Function	Mean	Rank	S. D.
1. Pre-college information	3.63	1.0	.83
2. Educational testing	2.32	19.0	1.16
3. Applicant appraisal	3.42	3.5	.96
4. Applicant consultation	3.58	2.0	.96
5. Student induction	2.74	16.0	.87
6. Student registration	3.37	5.0	.76
7. Student records	3.05	8.0	.71
8. Group orientation	2.47	17.0	.90
9. Student advising	2.84	12.0	.83
10. Student counselling	3.21	7.0	.98
11. Career information	2.79	14.5	1.08
12. Academic regulation	2.84	12.0	.90
13. Social regulation	2.00	21.0	.75
14. Student self-government	2.42	18.0	1.07
15. Co-curricular activity	3.26	6.0	1.05
16. Financial assistance	2.79	14.5	.92
17. Graduate placement	2.05	20.0	.97
18. Program articulation	2.95	9.5	.71
19. Student personnel evaluation	2.95	9.5	1.08
20. In-service education	2.84	12.0	1.01
21. Administrative organization	3.42	3.5	.77

Table 22

Scope: College 4
N = 19

Function	Mean	Rank	S. D.
1. Pre-college information	3.53	4.0	.77
2. Educational testing	2.42	17.0	.84
3. Applicant appraisal	2.95	7.0	1.03
4. Applicant consultation	3.74	1.0	.73
5. Student induction	2.58	14.0	1.17
6. Student registration	3.68	2.0	.67
7. Student records	3.32	6.0	.89
8. Group orientation	2.37	18.5	1.07
9. Student advising	3.63	3.0	.83
10. Student counselling	3.37	5.0	.90
11. Career information	2.74	12.0	1.10
12. Academic regulation	2.79	11.0	.92
13. Social regulation	1.79	21.0	.92
14. Student self-government	2.37	18.5	1.01
15. Co-curricular activity	2.58	14.0	.96
16. Financial assistance	2.84	9.5	.90
17. Graduate placement	2.58	14.0	1.12
18. Program articulation	2.84	9.5	1.21
19. Student personnel evaluation	2.21	20.0	1.08
20. In-service education	2.53	16.0	1.17
21. Administrative organization	2.89	8.0	.99

Table 23

Scope: College 5
N = 15

Function	Mean	Rank	S. D.
1. Pre-college information	3.47	10.0	.92
2. Educational testing	1.87	21.0	1.06
3. Applicant appraisal	3.80	5.0	.77
4. Applicant consultation	3.67	7.0	1.05
5. Student induction	2.20	20.0	1.01
6. Student registration	4.27	1.0	.70
7. Student records	3.53	9.0	.99
8. Group orientation	2.60	19.0	1.06
9. Student advising	3.80	5.0	.94
10. Student counselling	4.07	2.0	.46
11. Career information	3.00	14.5	1.20
12. Academic regulation	3.60	8.0	.74
13. Social regulation	2.87	16.5	1.06
14. Student self-government	3.20	11.0	.77
15. Co-curricular activity	3.00	14.5	1.13
16. Financial assistance	3.80	5.0	1.26
17. Graduate placement	3.07	12.5	1.10
18. Program articulation	2.87	16.5	.99
19. Student personnel evaluation	2.73	18.0	1.16
20. In-service education	3.07	12.5	.70
21. Administrative organization	3.93	3.0	.80

Table 24

Scope: College 6
N = 13

Function	Mean	Rank	S. D.
1. Pre-college information	3.69	3.0	.63
2. Educational testing	2.46	18.5	.97
3. Applicant appraisal	2.77	16.5	1.30
4. Applicant consultation	3.54	5.5	1.05
5. Student induction	2.15	21.0	.99
6. Student registration	3.54	5.5	1.13
7. Student records	3.54	5.5	.88
8. Group orientation	2.77	16.5	1.36
9. Student advising	3.08	12.5	1.32
10. Student counselling	4.15	1.0	.69
11. Career information	2.85	15.0	.99
12. Academic regulation	3.38	9.5	.63
13. Social regulation	2.31	20.0	1.03
14. Student self-government	3.08	12.5	1.26
15. Co-curricular activity	3.08	12.5	.95
16. Financial assistance	3.85	2.0	.55
17. Graduate placement	3.08	12.5	1.38
18. Program articulation	3.38	9.5	.87
19. Student personnel evaluation	2.46	18.5	1.05
20. In-service education	3.46	8.0	.97
21. Administrative organization	3.54	5.5	.97

Table 25

Scope: College 7
N = 14

Function	Mean	Rank	S. D.
1. Pre-college information	3.36	3.5	1.01
2. Educational testing	2.29	19.5	.83
3. Applicant appraisal	3.14	9.5	1.03
4. Applicant consultation	3.43	2.0	.94
5. Student induction	2.14	21.0	.86
6. Student registration	3.29	5.0	.73
7. Student records	3.14	9.5	.53
8. Group orientation	2.64	16.0	1.01
9. Student advising	3.21	7.0	.70
10. Student counselling	3.93	1.0	.62
11. Career information	2.86	14.0	.95
12. Academic regulation	3.21	7.0	1.12
13. Social regulation	2.36	18.0	1.22
14. Student self-government	2.50	17.0	1.09
15. Co-curricular activity	3.07	11.5	.92
16. Financial assistance	3.21	7.0	.70
17. Graduate placement	2.93	13.0	.83
18. Program articulation	3.07	11.5	1.00
19. Student personnel evaluation	2.29	19.5	.61
20. In-service education	2.71	15.0	.73
21. Administrative organization	3.36	3.5	.93

Table 26

Scope: College 8
N = 16

Function	Mean	Rank	S. D.
1. Pre-college information	3.36	2.0	.74
2. Educational testing	2.36	12.0	.84
3. Applicant appraisal	2.93	4.0	.83
4. Applicant consultation	3.00	3.0	.68
5. Student induction	2.64	8.0	.84
6. Student registration	3.71	1.0	.61
7. Student records	2.64	8.0	.74
8. Group orientation	1.86	18.0	.53
9. Student advising	2.79	5.0	.97
10. Student counselling	2.64	8.0	.84
11. Career information	2.07	17.0	.83
12. Academic regulation	2.64	8.0	.93
13. Social regulation	2.14	15.0	.66
14. Student self-government	2.64	8.0	1.01
15. Co-curricular activity	1.79	19.0	1.05
16. Financial assistance	2.57	11.0	.76
17. Graduate placement	2.14	15.0	.86
18. Program articulation	2.14	15.0	.77
19. Student personnel evaluation	1.64	20.0	.84
20. In-service education	1.57	21.0	.85
21. Administrative organization	2.29	13.0	1.14

Table 27

Scope: College 9
N = 16

Function	Mean	Rank	S. D.
1. Pre-college information	3.31	3.5	.87
2. Educational testing	1.75	20.0	.77
3. Applicant appraisal	3.00	5.0	.82
4. Applicant consultation	3.31	3.5	.79
5. Student induction	1.94	19.0	1.00
6. Student registration	3.56	2.0	.63
7. Student records	2.81	9.0	.83
8. Group orientation	1.44	21.0	.51
9. Student advising	2.50	11.0	1.15
10. Student counselling	3.69	1.0	.48
11. Career information	2.25	14.5	.86
12. Academic regulation	2.87	7.5	.89
13. Social regulation	2.31	12.5	1.08
14. Student self-government	2.63	10.0	1.02
15. Co-curricular activity	2.06	17.5	.85
16. Financial assistance	2.94	6.0	1.00
17. Graduate placement	2.31	12.5	.60
18. Program articulation	2.87	7.5	1.15
19. Student personnel evaluation	2.19	16.0	.75
20. In-service education	2.06	17.5	.85
21. Administrative organization	2.25	14.5	.86

Appendix G

Individual College Profiles: Quality

Table 28

Quality: College 1
N = 14

Function	Mean	Rank	S. D.
1. Pre-college information	3.86	3.0	.86
2. Educational testing	3.21	12.5	.89
3. Applicant appraisal	3.21	12.5	.70
4. Applicant consultation	3.21	12.5	.58
5. Student induction	3.21	12.5	.80
6. Student registration	4.00	1.0	.55
7. Student records	3.57	4.0	.85
8. Group orientation	3.07	16.0	.47
9. Student advising	3.29	10.0	.91
10. Student counselling	3.93	2.0	.83
11. Career information	2.79	18.5	.80
12. Academic regulation	3.14	15.0	1.03
13. Social regulation	3.36	9.0	.93
14. Student self-government	3.00	17.0	.88
15. Co-curricular activity	3.50	6.0	.85
16. Financial assistance	3.50	6.0	.94
17. Graduate placement	2.71	20.0	.73
18. Program articulation	3.43	8.0	.85
19. Student personnel evaluation	2.79	18.5	.70
20. In-service education	2.57	21.0	.76
21. Administrative organization	3.50	6.0	.94

Table 29

Quality: College 2
N = 22

Function	Mean	Rank	S. D.
1. Pre-college information	3.50	2.5	.80
2. Educational testing	2.59	20.0	.96
3. Applicant appraisal	2.68	17.5	.78
4. Applicant consultation	3.50	2.5	.74
5. Student induction	2.95	13.5	.95
6. Student registration	3.36	6.0	.90
7. Student records	3.18	9.5	.66
8. Group orientation	3.18	9.5	.85
9. Student advising	3.18	9.5	.85
10. Student counselling	3.41	5.0	1.01
11. Career information	3.45	4.0	.80
12. Academic regulation	2.86	15.5	.83
13. Social regulation	2.86	15.5	.64
14. Student self-government	2.95	13.5	.95
15. Co-curricular activity	3.09	12.0	.75
16. Financial assistance	3.77	1.0	.69
17. Graduate placement	2.64	19.0	.85
18. Program articulation	3.18	9.5	.96
19. Student personnel evaluation	2.32	21.0	.99
20. In-service education	2.68	17.5	.78
21. Administrative organization	3.27	7.0	.77

Table 30

Quality: College 3
N = 19

Function	Mean	Rank	S. D.
1. Pre-college information	3.42	2.0	.84
2. Educational testing	2.84	18.0	.76
3. Applicant appraisal	3.05	9.5	.71
4. Applicant consultation	3.16	6.5	.96
5. Student induction	3.05	9.5	.71
6. Student registration	2.84	18.0	.96
7. Student records	2.89	15.0	.81
8. Group orientation	3.00	11.0	.88
9. Student advising	2.95	12.5	.78
10. Student counselling	2.84	18.0	.69
11. Career information	2.89	15.0	.81
12. Academic regulation	3.26	4.0	.45
13. Social regulation	3.11	8.0	.57
14. Student self-government	2.42	21.0	1.02
15. Co-curricular activity	3.47	1.0	.70
16. Financial assistance	2.89	15.0	.94
17. Graduate placement	2.58	20.0	.90
18. Program articulation	3.16	6.5	.76
19. Student personnel evaluation	2.95	12.5	.85
20. In-service education	3.26	4.0	.87
21. Administrative organization	3.26	4.0	.93

Table 31

Quality: College 4
N = 19

Function	Mean	Rank	S. D.
1. Pre-college information	3.47	3.0	.84
2. Educational testing	3.05	9.0	.62
3. Applicant appraisal	2.95	11.5	.62
4. Applicant consultation	3.68	1.0	.75
5. Student induction	2.89	14.5	.99
6. Student registration	3.21	6.0	.85
7. Student records	3.26	5.0	.65
8. Group orientation	2.89	14.5	1.05
9. Student advising	3.63	2.0	.83
10. Student counselling	3.37	4.0	.96
11. Career information	2.89	14.5	.99
12. Academic regulation	2.95	11.5	.62
13. Social regulation	3.11	7.5	.99
14. Student self-government	2.79	18.5	.79
15. Co-curricular activity	3.00	10.0	.88
16. Financial assistance	3.11	7.5	.99
17. Graduate placement	2.68	20.0	.89
18. Program articulation	2.79	18.5	1.03
19. Student personnel evaluation	2.53	21.0	.77
20. In-service education	2.84	17.0	1.07
21. Administrative organization	2.89	14.5	.99

Table 32

Quality: College 5
N = 15

Function	Mean	Rank	S. D.
1. Pre-college information	3.40	9.5	.91
2. Educational testing	2.67	20.0	.90
3. Applicant appraisal	3.60	8.0	.91
4. Applicant consultation	3.40	9.5	.83
5. Student induction	2.60	21.0	.91
6. Student registration	3.93	1.0	.80
7. Student records	3.80	5.0	.77
8. Group orientation	3.00	19.0	.93
9. Student advising	3.87	2.5	.92
10. Student counselling	3.80	5.0	.68
11. Career information	3.13	15.5	.99
12. Academic regulation	3.80	5.0	.77
13. Social regulation	3.33	11.0	.82
14. Student self-government	3.13	15.5	.64
15. Co-curricular activity	3.27	13.0	.88
16. Financial assistance	3.87	2.5	.92
17. Graduate placement	3.27	13.0	.80
18. Program articulation	3.07	17.5	.80
19. Student personnel evaluation	3.27	13.0	.96
20. In-service education	3.07	17.5	.80
21. Administrative organization	3.73	7.0	.80

Table 33

Quality: College 6
N = 13

Function	Mean	Rank	S. D.
1. Pre-college information	3.31	8.0	.75
2. Educational testing	3.00	16.0	.58
3. Applicant appraisal	3.31	8.0	.75
4. Applicant consultation	3.69	3.0	.75
5. Student induction	2.31	21.0	.95
6. Student registration	2.77	19.0	1.17
7. Student records	3.31	8.0	.85
8. Group orientation	3.38	5.5	1.12
9. Student advising	2.77	19.0	1.17
10. Student counselling	3.92	1.5	.86
11. Career information	2.92	17.0	.86
12. Academic regulation	3.46	4.0	.66
13. Social regulation	3.38	5.5	.65
14. Student self-government	3.15	13.0	.80
15. Co-curricular activity	3.23	10.5	.73
16. Financial assistance	3.92	1.5	.64
17. Graduate placement	3.15	13.0	1.28
18. Program articulation	3.23	10.5	.93
19. Student personnel evaluation	2.77	19.0	.60
20. In-service education	3.08	15.0	1.04
21. Administrative organization	3.15	13.0	.80

Table 34

Quality: College 7
N = 14

Function	Mean	Rank	S. D.
1. Pre-college information	3.71	2.0	.61
2. Educational testing	2.79	16.5	.80
3. Applicant appraisal	2.79	16.5	.80
4. Applicant consultation	3.36	5.5	.93
5. Student induction	2.36	21.0	.63
6. Student registration	3.07	12.5	.83
7. Student records	3.14	11.0	.53
8. Group orientation	3.00	14.0	.68
9. Student advising	3.64	3.0	.84
10. Student counselling	4.43	1.0	.65
11. Career information	2.79	16.5	1.05
12. Academic regulation	3.36	5.5	.63
13. Social regulation	3.29	8.0	1.14
14. Student self-government	2.71	19.0	.91
15. Co-curricular activity	3.29	8.0	.73
16. Financial assistance	3.21	10.0	.80
17. Graduate placement	3.29	8.0	.83
18. Program articulation	3.07	12.5	.92
19. Student personnel evaluation	2.64	20.0	.93
20. In-service education	2.79	16.5	.80
21. Administrative organization	3.57	4.0	.85

Table 35

Quality: College 8
N = 16

Function	Mean	Rank	S. D.
1. Pre-college information	3.00	7.0	.55
2. Educational testing	3.07	4.5	1.00
3. Applicant appraisal	3.07	4.5	.83
4. Applicant consultation	3.07	4.5	.62
5. Student induction	2.71	10.0	.73
6. Student registration	3.36	1.0	.63
7. Student records	2.64	12.0	.74
8. Group orientation	2.50	14.5	.76
9. Student advising	3.07	4.5	.73
10. Student counselling	3.14	2.0	.86
11. Career information	2.50	14.5	.65
12. Academic regulation	2.79	8.5	1.05
13. Social regulation	2.64	12.0	.74
14. Student self-government	2.79	8.5	.70
15. Co-curricular activity	2.00	18.5	.88
16. Financial assistance	2.64	12.0	.74
17. Graduate placement	2.36	16.0	.93
18. Program articulation	2.29	17.0	.73
19. Student personnel evaluation	1.86	20.0	.86
20. In-service education	1.79	21.0	.89
21. Administrative organization	2.00	18.5	.88

Table 36

Quality: College 9
N = 16

Function	Mean	Rank	S. D.
1. Pre-college information	2.94	8.0	.77
2. Educational testing	2.44	16.5	1.15
3. Applicant appraisal	3.06	4.0	.85
4. Applicant consultation	3.37	3.0	.81
5. Student induction	2.19	19.0	.91
6. Student registration	3.44	2.0	.63
7. Student records	3.00	5.5	.63
8. Group orientation	1.94	21.0	.77
9. Student advising	2.56	14.0	1.09
10. Student counselling	4.00	1.0	.52
11. Career information	2.69	12.5	.95
12. Academic regulation	2.69	12.5	.95
13. Social regulation	3.00	5.5	1.10
14. Student self-government	2.75	10.5	1.06
15. Co-curricular activity	2.50	15.0	1.10
16. Financial assistance	2.94	8.0	.85
17. Graduate placement	2.75	10.5	.68
18. Program articulation	2.94	8.0	1.06
19. Student personnel evaluation	2.44	16.5	.63
20. In-service education	2.19	19.0	.83
21. Administrative organization	2.19	19.0	.83

Appendix H

Individual College Profiles: Need for Improvement

Table 37

Need for Improvement: College 1
N = 14

Function	Mean	Rank	S. D.
1. Pre-college information	2.86	13.5	.86
2. Educational testing	3.00	10.0	1.11
3. Applicant appraisal	3.00	10.0	.96
4. Applicant consultation	3.00	10.0	.68
5. Student induction	3.14	6.0	1.10
6. Student registration	2.14	20.5	.36
7. Student records	2.57	18.5	.76
8. Group orientation	3.00	10.0	.55
9. Student advising	3.21	5.0	.97
10. Student counselling	2.79	15.0	.89
11. Career information	3.43	2.0	.85
12. Academic regulation	3.00	10.0	1.04
13. Social regulation	2.14	20.5	.86
14. Student self-government	2.57	18.5	1.02
15. Co-curricular activity	2.86	13.5	1.23
16. Financial assistance	2.64	17.0	.93
17. Graduate placement	3.36	3.5	1.01
18. Program articulation	3.07	7.0	.92
19. Student personnel evaluation	3.36	3.5	.93
20. In-service education	3.50	1.0	.94
21. Administrative organization	2.71	16.0	1.07

Table 38

Need for Improvement: College 2
N = 22

Function	Mean	Rank	S. D.
1. Pre-college information	3.29	4.0	.98
2. Educational testing	3.45	1.5	.96
3. Applicant appraisal	3.00	9.5	.93
4. Applicant consultation	2.82	16.5	.66
5. Student induction	3.27	5.0	.94
6. Student registration	2.91	14.0	.97
7. Student records	2.59	19.5	.91
8. Group orientation	3.00	9.5	.87
9. Student advising	2.82	16.5	.85
10. Student counselling	3.00	9.5	1.02
11. Career information	3.18	6.5	.91
12. Academic regulation	2.95	12.5	.95
13. Social regulation	2.55	21.0	1.01
14. Student self-government	3.00	9.5	1.23
15. Co-curricular activity	2.95	12.5	.90
16. Financial assistance	2.86	15.0	.83
17. Graduate placement	3.45	1.5	.86
18. Program articulation	2.73	18.0	1.03
19. Student personnel evaluation	3.32	3.0	.95
20. In-service education	3.18	6.5	.80
21. Administrative organization	2.59	19.5	.85

Table 39

Need for Improvement: College 3
N = 19

Function	Mean	Rank	S. D.
1. Pre-college information	3.00	12.5	.75
2. Educational testing	3.32	6.5	1.11
3. Applicant appraisal	2.89	16.5	.99
4. Applicant consultation	3.00	12.5	1.20
5. Student induction	2.95	14.5	.91
6. Student registration	3.37	5.0	1.07
7. Student records	3.21	8.5	.92
8. Group orientation	3.11	10.0	.94
9. Student advising	3.32	6.5	.82
10. Student counselling	3.63	2.0	.90
11. Career information	3.58	3.0	.90
12. Academic regulation	2.63	18.0	1.01
13. Social regulation	2.05	21.0	1.13
14. Student self-government	2.95	14.5	1.27
15. Co-curricular activity	2.53	19.0	1.02
16. Financial assistance	3.05	11.0	1.08
17. Graduate placement	3.79	1.0	.71
18. Program articulation	3.42	4.0	.90
19. Student personnel evaluation	3.21	8.5	.92
20. In-service education	2.89	16.5	.99
21. Administrative organization	2.42	20.0	1.17

Table 40

Need for Improvement: College 4
N = 19

Function	Mean	Rank	S. D.
1. Pre-college information	3.32	6.0	1.11
2. Educational testing	2.95	14.5	.97
3. Applicant appraisal	2.74	17.5	1.10
4. Applicant consultation	2.63	19.0	.90
5. Student induction	3.32	6.0	1.06
6. Student registration	3.16	8.5	.83
7. Student records	2.89	16.0	1.10
8. Group orientation	3.32	6.0	1.42
9. Student advising	2.58	20.0	.96
10. Student counselling	3.00	13.0	.88
11. Career information	3.74	1.0	.87
12. Academic regulation	2.74	17.5	1.15
13. Social regulation	2.21	21.0	1.36
14. Student self-government	3.11	10.0	1.33
15. Co-curricular activity	3.05	11.5	1.13
16. Financial assistance	3.42	3.5	.77
17. Graduate placement	3.63	2.0	1.07
18. Program articulation	3.16	8.5	.96
19. Student personnel evaluation	3.42	3.5	1.07
20. In-service education	2.95	14.5	1.18
21. Administrative organization	3.05	11.5	.91

Table 41

Need for Improvement: College 5
N = 15

Function	Mean	Rank	S. D.
1. Pre-college information	3.20	5.0	.77
2. Educational testing	3.20	5.0	1.08
3. Applicant appraisal	2.53	13.5	.99
4. Applicant consultation	2.80	11.5	.94
5. Student induction	3.67	1.0	.98
6. Student registration	2.47	16.0	.99
7. Student records	2.07	20.5	.59
8. Group orientation	3.47	2.0	.99
9. Student advising	3.00	9.0	1.00
10. Student counselling	2.80	11.5	1.01
11. Career information	3.13	7.5	1.13
12. Academic regulation	2.27	19.0	.70
13. Social regulation	2.07	20.5	.96
14. Student self-government	2.53	13.5	.83
15. Co-curricular activity	2.33	18.0	.98
16. Financial assistance	2.47	16.0	.92
17. Graduate placement	3.33	3.0	.90
18. Program articulation	3.20	5.0	.94
19. Student personnel evaluation	2.87	10.0	.74
20. In-service education	3.13	7.5	.74
21. Administrative organization	2.47	16.0	.64

Table 42

Need for Improvement: College 6
N = 13

Function	Mean	Rank	S. D.
1. Pre-college information	3.38	6.5	.65
2. Educational testing	2.92	14.5	.95
3. Applicant appraisal	3.00	12.0	1.00
4. Applicant consultation	2.85	17.0	.80
5. Student induction	3.85	2.0	.90
6. Student registration	3.54	3.5	1.45
7. Student records	2.92	14.5	.95
8. Group orientation	3.46	5.0	1.13
9. Student advising	3.54	3.5	1.13
10. Student counselling	2.38	20.5	1.04
11. Career information	3.08	9.0	.76
12. Academic regulation	2.85	17.0	.99
13. Social regulation	2.38	20.5	1.04
14. Student self-government	2.85	17.0	.99
15. Co-curricular activity	3.08	9.0	.86
16. Financial assistance	2.46	19.0	.97
17. Graduate placement	3.00	12.0	1.15
18. Program articulation	3.00	12.0	.91
19. Student personnel evaluation	4.08	1.0	.76
20. In-service education	3.08	9.0	1.12
21. Administrative organization	3.38	6.5	.65

Table 43

Need for Improvement: College 7
N = 14

Function	Mean	Rank	S. D.
1. Pre-college information	3.36	3.0	1.01
2. Educational testing	3.43	2.0	1.02
3. Applicant appraisal	3.29	4.5	.99
4. Applicant consultation	3.00	12.0	.88
5. Student induction	3.64	1.0	1.01
6. Student registration	2.71	16.5	.83
7. Student records	2.43	19.0	.65
8. Group orientation	3.21	6.5	1.05
9. Student advising	2.71	16.5	.83
10. Student counselling	2.21	20.5	.89
11. Career information	3.29	4.5	1.07
12. Academic regulation	2.50	18.0	.85
13. Social regulation	2.21	20.5	1.05
14. Student self-government	2.79	14.5	1.31
15. Co-curricular activity	3.21	6.5	.80
16. Financial assistance	3.14	8.5	.86
17. Graduate placement	3.07	10.5	1.07
18. Program articulation	3.07	10.5	1.00
19. Student personnel evaluation	3.14	8.5	1.10
20. In-service education	2.86	13.0	.77
21. Administrative organization	2.79	14.5	1.12

Table 44

Need for Improvement: College 8
N = 16

Function	Mean	Rank	S. D.
1. Pre-college information	3.36	12.0	.93
2. Educational testing	3.43	11.0	1.09
3. Applicant appraisal	3.21	15.5	.89
4. Applicant consultation	3.29	13.5	.73
5. Student induction	3.71	6.5	1.20
6. Student registration	2.64	21.0	.63
7. Student records	3.14	18.0	.77
8. Group orientation	3.57	8.0	1.02
9. Student advising	3.29	13.5	1.20
10. Student counselling	3.50	9.5	1.02
11. Career information	3.93	3.0	.83
12. Academic regulation	3.50	9.5	1.02
13. Social regulation	3.00	20.0	.96
14. Student self-government	3.14	18.0	1.29
15. Co-curricular activity	3.93	3.0	1.14
16. Financial assistance	3.21	15.5	1.05
17. Graduate placement	3.14	18.0	1.03
18. Program articulation	3.93	3.0	.83
19. Student personnel evaluation	3.71	6.5	.99
20. In-service education	3.86	5.0	1.23
21. Administrative organization	4.21	1.0	.80

Table 45

Need for Improvement: College 9
N = 16

Function	Mean	Rank	S. D.
1. Pre-college information	3.56	10.0	.81
2. Educational testing	3.69	7.0	1.08
3. Applicant appraisal	3.00	16.0	.89
4. Applicant consultation	2.87	17.0	.72
5. Student induction	4.00	2.0	.63
6. Student registration	2.50	21.0	.82
7. Student records	2.69	19.0	1.01
8. Group orientation	4.12	1.0	.72
9. Student advising	3.87	4.5	.62
10. Student counselling	2.75	18.0	.77
11. Career information	3.62	9.0	.72
12. Academic regulation	3.12	15.0	.89
13. Social regulation	2.56	20.0	1.09
14. Student self-government	3.25	12.0	1.00
15. Co-curricular activity	3.87	4.5	.89
16. Financial assistance	3.19	13.5	.98
17. Graduate placement	3.50	11.0	.82
18. Program articulation	3.19	13.5	.91
19. Student personnel evaluation	3.69	7.0	.60
20. In-service education	3.69	7.0	.60
21. Administrative organization	3.94	3.0	.85

Appendix I

Individual College Profiles: Impact of Developmental Factors

Table 46

Developmental Factors: Colleges 1 and 2

Developmental Factor	College 1 N = 14			College 2 N = 22		
	Mean	Rank	S. D.	Mean	Rank	S. D.
1. Physical facilities	2.43	14.0	1.34	2.14	14.0	1.32
2. Equipment	3.07	12.0	1.14	2.64	13.0	1.09
3. Clerical assistance	3.86	3.0	.53	3.59	8.0	.59
4. Size of staff	3.43	10.0	1.09	3.23	11.0	.81
5. Holding power for staff	3.57	8.0	.76	3.64	6.5	.58
6. Clarity of goals	3.36	11.0	.84	3.82	3.0	.96
7. Support from administration	3.79	5.0	.89	4.05	2.0	.79
8. Support from faculty	3.64	7.0	.84	3.64	6.5	.85
9. Clarity of staff roles	3.50	9.0	.85	3.32	9.0	.84
10. Response of students	3.86	3.0	.86	3.27	10.0	.83
11. In-service training	2.93	13.0	.73	2.82	12.0	.85
12. Workable ideas	3.71	6.0	.83	3.68	4.5	.57
13. Professional competency of staff	4.14	1.0	.66	4.18	1.0	.59
14. Staff cohesiveness and cooperation	3.86	3.0	.77	3.68	4.5	.99

Table 47

Developmental Factors: Colleges 3 and 4

Developmental Factor	College 3 N = 19			College 4 N = 19		
	Mean	Rank	S. D.	Mean	Rank	S. D.
1. Physical facilities	2.42	14.0	1.22	2.74	12.5	1.33
2. Equipment	2.79	12.5	.79	2.74	12.5	1.10
3. Clerical assistance	2.79	12.5	1.18	3.47	7.0	1.17
4. Size of staff	3.21	10.0	1.03	2.63	14.0	.96
5. Holding power for staff	3.79	4.0	1.01	3.21	11.0	1.03
6. Clarity of goals	3.84	3.0	1.01	3.37	9.0	1.07
7. Support from administration	3.95	1.5	1.03	3.26	10.0	.87
8. Support from faculty	3.74	5.0	.81	3.84	3.0	.96
9. Clarity of staff roles	3.37	8.5	.90	3.47	7.0	.70
10. Response of students	3.37	8.5	.96	3.74	4.0	.81
11. In-service training	3.16	11.0	.83	3.68	5.0	.89
12. Workable ideas	3.63	6.5	.83	3.47	7.0	.77
13. Professional competency of staff	3.95	1.5	.85	4.05	1.0	.62
14. Staff cohesiveness and cooperation	3.63	6.5	1.01	3.89	2.0	.57

Table 48

Developmental Factors: Colleges 5 and 6

Developmental Factor	College 5 N = 15			College 6 N = 12		
	Mean	Rank	S. D.	Mean	Rank	S. D.
1. Physical facilities	3.47	11.5	1.19	3.33	12.5	1.41
2. Equipment	3.47	11.5	.92	3.17	14.0	1.27
3. Clerical assistance	3.87	4.0	.83	3.58	8.0	1.27
4. Size of staff	3.71	8.0	1.20	3.33	12.5	1.27
5. Holding power for staff	3.64	10.0	1.32	3.67	6.5	1.35
6. Clarity of goals	3.71	8.0	1.48	3.92	4.0	1.42
7. Support from administration	4.00	2.5	1.75	4.25	1.0	1.49
8. Support from faculty	4.07	1.0	1.40	3.83	5.0	1.36
9. Clarity of staff roles	3.71	8.0	1.32	3.50	10.0	1.32
10. Response of students	3.79	5.5	1.20	3.50	10.0	1.18
11. In-service training	3.07	14.0	1.31	3.50	10.0	1.25
12. Workable ideas	3.29	13.0	1.23	3.67	6.5	1.21
13. Professional competency of staff	4.00	2.5	1.36	4.17	2.0	1.45
14. Staff cohesiveness and cooperation	3.79	5.5	1.38	4.08	3.0	1.46

Table 49

Developmental Factors: Colleges 7 and 8

Developmental Factor	College 7 N = 14			College 8 N = 16		
	Mean	Rank	S. D.	Mean	Rank	S. D.
1. Physical facilities	2.93	13.5	1.00	2.14	14.0	1.35
2. Equipment	3.50	8.5	.65	2.57	11.5	1.34
3. Clerical assistance	3.57	7.0	1.22	3.29	6.0	.99
4. Size of staff	3.07	12.0	.62	2.57	11.5	1.22
5. Holding power for staff	3.50	8.5	.52	3.36	4.5	.93
6. Clarity of goals	3.86	4.0	1.10	2.86	8.0	1.29
7. Support from administration	3.93	3.0	.47	2.79	9.5	1.53
8. Support from faculty	3.64	6.0	.63	3.36	4.5	1.01
9. Clarity of staff roles	3.36	11.0	.84	2.79	9.5	1.05
10. Response of students	3.43	10.0	.85	3.50	3.0	.94
11. In-service training	2.93	13.5	1.00	2.29	13.0	1.27
12. Workable ideas	3.71	5.0	.91	3.21	7.0	.80
13. Professional competency of staff	4.29	1.0	.73	4.21	1.0	.43
14. Staff cohesiveness and cooperation	4.07	2.0	.92	3.79	2.0	.97

Table 50

Developmental Factors: College 9 and System

Developmental Factor	College 9 N = 16			System N = 147		
	Mean	Rank	S. D.	Mean	Rank	S. D.
1. Physical facilities	2.25	13.5	1.00	2.60	14.0	1.28
2. Equipment	2.56	11.0	.73	2.90	13.0	1.04
3. Clerical assistance	2.81	7.0	.83	3.39	9.0	1.02
4. Size of staff	2.69	9.0	1.08	3.07	11.0	1.05
5. Holding power for staff	2.75	8.0	1.00	3.46	7.0	.93
6. Clarity of goals	2.25	13.5	1.18	3.43	8.0	1.22
7. Support from administration	2.62	10.0	1.26	3.60	4.0	1.23
8. Support from faculty	3.69	2.0	.87	3.68	3.0	.98
9. Clarity of staff roles	2.87	6.0	.96	3.29	10.0	.98
10. Response of students	3.25	3.5	.86	3.49	5.0	.93
11. In-service training	2.44	12.0	.89	2.97	12.0	1.04
12. Workable ideas	3.00	5.0	1.10	3.48	6.0	.92
13. Professional competency of staff	3.94	1.0	.68	4.08	1.0	.84
14. Staff cohesiveness and cooperation	3.25	3.5	.93	3.75	2.0	.99